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ABSTRACT

Students at Gateway Technical Institute were surveyed to determine their attitudes toward extracurricular activities, e.g., campus activities, advisors and sponsors, the effect of outside forces on school activities, extended athletic participation by girls in interscholastic sports, administration and faculty, and leadership development. The study also sought to determine if participation affected grade point average (GPA) and to identify factors affecting participation, focusing on sex, age, commuting distance, family and work responsibilities, financial support, student activities in and size of high school attended, physical disabilities, and improvement of extracurricular activities. A response rate of 99% was obtained from a paired sample of 102 students; 50 respondents were active in clubs and 50 were inactive. Active groups were found to have more positive attitudes toward extracurricular activities, as were males. Results indicated no significant difference in GPA between active and inactive students nor between males and females. It was found that age, combined work responsibilities and full-time enrollment, and physical disabilities were not significant in determining differences in activity participation. Increased commuting distance; marital status; and high school activities, size, and leadership experiences did affect participation. A literature review and the questionnaire are included. (Author/MB)

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A COMPARATIVE STUDY OF STUDENTS ACTIVE AND INACTIVE IN EXTRACURRICULAR ACTIVITIES WHILE ENROLLED IN SECOND YEAR ASSOCIATE DEGREE PROGRAMS ON THE KENOSHA AND RACINE CAMPUSES OF GATEWAY TECHNICAL INSTITUTE, KENOSHA, WISCONSIN

A Field Study Report

Presented to

the Faculty of the Graduate School

University of Wisconsin-Stout

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In Partial Fulfillment

of the Requirements for the Degree

Educational Specialist in Vocational Education

by

Lorna Lee Rinck

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ABSTRACT

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This document reports on a survey to determine attitudes and factors contributing to differences which exist between students who participate in extracurricular activities and inactive students enrolled in Second Year Associate Degree Programs at the Kenosha and Racine campuses of Gateway Technical Institute, Kenosha, Wisconsin. An analysis of the siginificant differences found between fifty Active and fifty Inactive students Sub-Grouped by campus and by sex, Conclusions and Recommendations are also presented.

It was hypothesized that students who participate in extracurricular activities would maintain a somewhat higher Grade Point Average than those students who are Inactive in extracurricular activities and that the Mean Score of Active students who complete a Likert-Type Opinionnaire would be somewhat higher than that of Inactive students who complete the same Opinionniare.

A forty-two item Likert-Type Opinionnaire concerning extra-curricular activities at the two campuses was completed by each of the one hundred students who also responded to informational questions on eleven topics.

The first hypothesis was tested using a Two-Factor Analysis of Variance to determine intercorrelary comparions of significant difference in Grade Point Averages among the four Active-Inactive Groups and the Male-

Female Groups at the .05 level of variance. A Standard Error of Difference Between Means was calculated for comparision of the Means Scores at the .01 level of significance for three Active-Inactive Sub-Groups to test the second hypothesis. A forty-two item table of scores for the opinionnaire giving the Means and Standard Deviation for each item was prepared for eleven Sub-Groups along with Sub-Groups Total Scores for Mean Score, Average Response, Standard Deviation and Spearman-Brown Reliability. Attitudes were further identified through four sub-analyses which were recorded as stated above. Ten of the eleven informational data questions were recorded in table form and a descriptive analyses given for each table.

There was no significant difference in the Grade Point Average among the four Active-Inactive Sub-Groups or between the Male-Female Group at the .05 level of variance. There was a significant difference in the Mean Score of Active and Inactive students at the .01 level of significance in the total surveyed population and on the Kenosha Campus, but no significant difference was found on the Racine Campus when the Standard Error of Difference Between Means was computed.

It is concluded that age, combined work responsibilities with full-time school enrollment and permanent physical disabilities were not significant in determining differences in activity participation. Increased commuting distance, marital status and family responsibilities, activity participation in high school, positions of leadership in high school and size of high school attended all were found to affect the differences recorded between Active and Inactive Students. There were a number of identifiable differences between the population of the two campuses and also between the Male and Female populations.

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Lorna Lee Rinck

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CHAPTER I

INTRODUCTION

Summary

This report describes the procedures followed in conducting a Comparative Study of Students Active and Inactive in Extracurricular Activities while enrolled in Second Year Associate Degree Programs on the Kenosha and Racine Campuses of Gateway Technical Institute, Kenosha, Wisconsin during the Spring Semester, 1979. An analysis of the significant differences found between Active and Inactive students by campus and by sex, Conclusions and Recommendations are also presented.

Extracurricular Activities refer to any meetings, projects, or events sponsored by a group or organization which requires participation of interested students and/or advisors outside the scheduled classes at the school.

This study was planned to generate information in two basic areas of assessment: 1) To determine student attitude concerning extracurricular activities. 2) To gather informational data about survey responders which would assist in developing a student profile.

Information from these two areas of assessment yielded a composite student profile which could then be combined with that of other students in an identified Sub-Group and comparisons made concerning specific questions or areas of attitude delineation.

The methods used to reach these areas of assessment were: 1) Construct and validate an instrument which measures attitude and awareness

of the responder (A forty-two item Likert-Type Opinionnaire was developed and two Pilot Tests administered which registered improved Reliability for the instrument). 2) Determine the types of informational data to be collected. 3) Determine the population to be surveyed, the number required to obtain a forty percent sampling, and the distribution of paired groupings among the Associate Degree Programs on the Kenosha and Racine campuses. 4) Obtain the assistance of advisors and instructors to identify students for the Active-Inactive pairings in the Programs. 5) Obtain the Cumulative Grade Point Averages of identified students from records maintained in Student Services. 6) Send out Opinionnaires to be administered by advisors or instructors. 7) Maintain follow-up communications with advisors to insure completion of survey forms. 8) Request assistance from Student Services in getting follow-up completion of specific survey forms and omitted sections of several returned survey forms. 9) Assemble completed survey forms, check for item deletions and fill in Cumulative Grade Point Average item on each form. 10) Send survey forms for computer analysis. 11) Analyze data collected.

Problem

There is a need for the survey on extracurricular activities at Gateway Technical Institute to be conducted because the Institute is currently involved in a self-evaluation process prior to the arrival of a North Central Evaluation Investigation Team early in 1980. This area of student-faculty interaction has had no structured evaluation in recent years and the administration is aware that such should be accom-

plished during the year of preparation before the evaluation of the Institute by the North Central Investigation Team.

Rationale

Purpose

The purpose of this study is to survey attitudes and factors contributing to differences which may exist between students who participate in extracurricular activities and inactive students enrolled in Second Year Associate Degree Programs at the Kenosha and Racine campuses of Gateway Technical Institute, Kenosha, Wisconsin.

Context

A forty-two item Likert-Type Opinionnaire concerning extracurricular activities at the Kenosha and Racine campuses of Gateway Technical Institute will be completed by each of the one-hundred and two students selected for surveying in the two groups, Active and Inactive. Informational data on the following topics will also be collected from each student completing the Opinionnaire: sex, age, commuting distance, marital status and family responsibilities, work responsibilities, sources of support for education, activity participation in high school, size of high school attended, permanent physical disabilities limiting participation, and suggestions for improving the quality or scope of extracurricular activities on the campuses of Gateway Technical Institute. The cumulative Grade Point Average of survey responders will be utilized as a basis for comparing fifty-one students in each group, Active and Inactive, as determined by club

advisors or instructors of students enrolled in Second Year Courses of Associate Degree Programs on the Kenosha and Racine campuses.

Objectives

This study is being instituted under the following hypotheses: 1) Students who participate in extracurricular activities maintain a somewhat higher Grade Point Average than do those students who are Inactive in extracurricular activities. 2) The Mean Score of Active Students who complete a Likert-Type Opinionnaire will be somewhat higher than that of Inactive Students who complete the same Opinionnaire.

Attitudinal assessments which will be analyzed include:

1. Attitudes toward extended athletic participation by girls in interscholastic sports.
2. Attitudes toward campus activities.
3. Attitudes toward advisors and sponsors.
4. Attitudes toward the effect of outside forces on school activities.
5. Attitudes toward administration and faculty.
6. Attitudes concerning the importance of activity participation in developing leadership skills.

Other questions for which answers will be sought are:

1. Is there a difference between males and females in their active involvement in extracurricular activities?
2. Is age a factor in identifying Active versus Inactive students?
3. Does commuting distance from residence to school diminish activity participation?

4. Do marital status and family responsibilities affect activity participation?

5. Do work responsibilities combined with full-time school enrollment tend to reduce activity participation?

6. What are the major sources of finances for educational purposes of Active and Inactive students?

7. Is there a relationship between activity participation in high school and later participation in activities at a post-secondary institution?

8. Are leadership skills developed in high school a factor in determining the competencies of students for accepting positions of leadership while attending a post-secondary institution?

9. Does the size of high school attended have a relationship with the participation or non-participation of students in activities at a post-secondary institution?

10. Do permanent physical disabilities limit activity participation in extracurricular activities?

11. Do the suggestions offered by students concerning improvement in the quality or scope of extracurricular activities on the campuses of Gateway Technical Institute relate positively to a criteria list of essential characteristics in the organization of a student activities program?

Definitions and Limitations

Definition of Terms

Extracurricular activities. Any meetings, projects, or events sponsored by a group or organization which requires participation of interested students and/or advisors outside the scheduled classes at a school.

Active group. Fifty-one students enrolled in Second Year Associate Degree Programs which will be selected for completing the Extracurricular Activities Assessment Opinionnaire at the Kenosha and Racine campuses of Gateway Technical Institute because of their record of active participation in extracurricular activities as determined by advisors and/or instructors.

Inactive group. Fifty-one students enrolled in Second Year Associate Degree Programs which will be selected for completing the Extra-Curricular Activities Assessment Opinionnaire at the Kenosha and Racine campuses of Gateway Technical Institute because of their record of non-participation in school clubs or activities as determined by advisors and/or instructors.

Sub-groups. Any of the following comparisons which can be made by group from data generated by the computer analysis including: Kenosha Active-Inactive; Racine Active-Inactive; Composite Kenosha-Racine; Active Kenosha-Racine; Inactive Kenosha-Racine; Male-Female; and Total Composite.

Advisor. Any person who serves as a sponsor or consultant for an approved school group or organization.

North Central Evaluation Committee. A group of representative faculty, administrative personnel, and support staff at Gateway Technical Institute who are charged with the responsibility of making the necessary preparations for visitation by the North Central Investigation Team in 1980.

Limitations

The population to be surveyed will be limited to the students who have completed a minimum of twenty-four hours of credit and are presently classified as full-time enrollees in Second Year Courses of Associate Degree Programs on the Kenosha and Racine Campuses of Gateway Technical Institute as determined by club advisors and/or instructors of Second Year Courses.

A random selection of students enrolled in as many Associate Degree Programs as can be surveyed by Active-Inactive pairings will be utilized.

The distribution of pairings among the different Associate Degree Programs will be determined by the total number of full-time enrollments in each Program to be surveyed, using a ratio factor of one pairing for each five to eight students enrolled.

The analysis of data will be limited to comparisons of significant Sub-Group differences or positive correlations observed for selected items on the Opinionnaire and informational data gathered in the survey.

CHAPTER II

REVIEW OF LITERATURE

Background

The importance of student participation in extracurricular activities has been the subject of many conversations among educational activists through the years. However, these conversations have often remained just that, with limited documentation to substantiate the theories advanced in discussion on the subject.

In an attempt to identify reasons supporting the importance of student participation in extracurricular activities, a number of authors' writings have been investigated.

Gorton addresses the purpose of the student activities program in the following manner:

> "The primary purpose of the student activities program should be to meet those school-related interests and needs of students that are not provided for--at least not to a sufficient degree--by the curricular program of the school." (4:69)

Further recommendations for establishing the objectives of the activity program are offered by Gorton:

1. Help all students to learn how to use their leisure time more wisely.

2. Help all students to increase and use constructively whatever unique talents and skills they possess.

3. Help all students to develop new avocational and recreational interests and skills.

4. Help all students to develop a more positive attitude toward the value of avocational and recreational activities.

5. Help all students to increase their knowledge of and skill in functioning as a leader and/or as a member of a group.

6. Help all students to develop a more realistic and positive attitude toward themselves and others.

7. Help all students to develop a more positive attitude toward school as a result of participation in the student activities program. (4:69-70)

In their article, "Commuting Students and Cocurricular Activities," Glass and Hodgin observe that the validity of extracurricular activities and the nature of those activities are important concerns for all colleges and universities. Many community colleges and technical institutes which are most frequently commuter based operations face a unique problem which many community college administrators view as serious enough to doubt the feasibility of providing extracurricular activities on campus. The authors are of the opinion that "student activities within the community college are needed and should be provided .... Less time for activities doesn't diminish their importance." (3:253)

Bent makes this observation concerning academic ability, staying in school, and participation in extracurricular activities in the Introduction which he wrote for the book Student Activities in the Innovative School, by Robbins and Williams.

> "One characteristic of the dropout is that he is a non-participator. Students who finish school participate in the student activity program to a greater extent than the dropouts. Student activities did not necessarily originate with pupils

> of low academic ability; those of high academic ability probably began many student activities too. However, relationships between participation in activities and scholarship or ability are not high enough to predict one from the other ...." (8:ix)

Several articles on attrition conclude that encouraging a student to become involved with the school and other students is one way to integrate him or her into the system. In his book Preventing Students from Dropping Out, p. 108, Astin postulates:

> "4. Participation in extracurricular activities, especially membership in social fraternities or sororities, is also significantly related to staying in college. These findings support the theory that student persistence to some extent depends on the degree of personal involvement in campus life and environment." (6:72)

Comments made by Amori in 1941 are still relevant today. He found that those students who were unhappy and discontented were often the same students who took no part in the social activities offered by the junior colleges and suggested that both teachers and counselors could work harder to get those students to participate more. (6:15)

Lenning and Hanson (1977) come to this conclusion when discussing different types of students and the different problems they have:

> "It is clear that older students have important needs that should be met, and equally clear that many of their needs are different from those of younger students. Younger students have major problems of motivation, relationships with peers, learning to make decisions, knowing what they want for their lives. Conversely, older students generally have a harder time adjusting to new situations, have feelings of inadequacy about having been out of school so long, have more family responsibilities and other outside pressures, are more often working fulltime in addition to attending college. Older students are more positive about different aspects of their college and about their experiences there. Many of them "thrive" on the more traditional teaching methodologies that younger students tend to reject. On the other hand, non-traditional extracurricular arrangements may be necessary to get them involved in such activities, as suggested by Hiltunen's (1965)

finding that her sample of older students were interested in forming groups whose ages and interests would be similar to their own." (6:19)

Literature thus far reviewed has developed a variety of reasons favoring the inclusion of extracurricular activities in the program schedule of post-secondary institutions. The philosophy advanced by Gateway Technical Institute adds further credence to those already cited.

> "The Gateway Board of Vocational, Technical and Adult Education and staff believe all people have the right to develop their talents to the fullest measure.
>
> Students at Gateway are considered individuals, accepted at their own level and assisted in their development toward their own particular goals. They are encouraged to develop respect for themselves and for the dignity and worth of every individual. Through balanced curricula and guidance it is Gateway's purpose to help the individual become socially and occupationally competent." (1:9)

Extracurricular activities contribute an important dimension toward achievement of the social and occupational competency of all individuals. Therefore, participation by all students in some aspect of the program should be encouraged.

These essential characteristics have been identified by Gorton concerning the organization of the student activities program:

1. Each activity, as well as the total program, should have well defined, written objectives.

2. Each activity should be directed by a well-qualified, interested advisor.

3. There should be a written role description for each advisor, and a developmental inservice program to upgrade competencies.

4. There should be written role descriptions for the student officers of each activity, and an inservice program should be offered to

help them improve their competencies.

5. The various organizational meetings that are held as part of the student activities program should be well-planned.

6. A complete, written description of the total student activities program should be disseminated to students and other appropriate parties at the beginning of each school year.

7. There should be a director of student activities and a student-teacher advisory council for the total activities program.

8. The overall student activities program and each of the component activities should be periodically evaluated to ascertain effectiveness and to identify areas that are in need of improvement.

9. Each of the groups in the student activities program should be required to prepare an end-of-the-year report to be disseminated to all appropriate parties. (4:71-76)

This list of essential characteristics establishes a number of significant criteria which may later be utilized when validating the student responses offered for improving the quality or scope of extra-curricular activities on the campuses of Gateway Technical Institute.

In a survey of seventy students who dropped out of Southwest Vocational Technical Institute at Fennimore, Wisconsin during the First Semester of the 1976-77 school year, Betancourt reported that an overwhelming eighty-seven percent of the dropouts were not involved in student organizations. She recommended that Southwest Tech should approach the student to get them involved instead of the student approaching the organization during registration. The enrollee could

indicate areas of interest and a representative of an organization related to the student's interest could seek out the enrollee and explain the function of the organization. She concluded that an extra-curricular activity might make school more pleasant for some, thereby providing a motivational factor for the student to remain in school. (6:44)

A study on attrition and a pilot retention program for students entering North Central Technical Institute, Wausau, Wisconsin in the Fall of 1976 was described by Michlein. A comparison of 146 persisters and fifty-six dropouts revealed that sixty-three percent of the dropouts and twenty-five percent of the persisters did not participate in any student organizations while in technical school. (6:72)

In the findings and analysis of this study Michlein states:

> "17. Dropouts tended not to belong to any clubs or activities. Persisters were involved much more with such activities. If the dropouts were part of anything, it was usually a departmental club. Departmental clubs often do not demand active participation from all students, yet do coerce students to join. Persisters often choose to participate in more than one club or activity." (6:91)

Further conclusions are offered by Michlein concerning this study, namely that students who joined clubs and activities and who worked at the school on workstudy programs had far less tendency to drop out than those students who did not get involved with school functions. (6:95) This agreed with what other schools have found about a student's relationship with the school compared to attrition.

Marson noted, in a study on attrition conducted at Moraine Park Technical Institute, Fond du Lac, Wisconsin during the Spring Semester, 1977, that returns from seventy dropouts reported that sixty-three, or

eighty-nine percent, participated in no student organizations while in technical school. Only five, or seven percent, of these students had participated in a Departmental Club. (6:114) This compares with returns from fifty-two students attending a technical school full or part time which indicated that twenty-six, or fifty percent, were participating in no student organizations while attending technical school. Only seventeen, or thirty-three percent, of this group indicated participation in a Departmental Club. (6:122)

General Findings and Analysis of the Consortium involved in the study of Student Attrition in the Wisconsin VTAE System--Phase II concluded that dropouts do not belong to or participate in many student clubs or organizations, as cited by three of the four studies. (6:137)

Recommendations were made that campus organizations should more actively seek out students and act as a motivational force for same program. (6:141)

Related Research

A major segment of research encountered dealt only indirectly with the specific topic of concern, Extracurricular Activities in the Community College-Technical Institute. Many articles have been written and research conducted on other levels of education, particularly the secondary school and at the college-university level. However, many of these articles and reports of research are somewhat limited in value due to the period of time in which they were prepared.

A list of the research which was determined to contain related

information is presented in annotated form:

Frederick, Robert W. Student Activities in American Education. New York: The Center for Applied Research in Education, Inc., 1965.
Most of the content is directed toward the function and implementation of activities on the college-university campus.

Long, Ruth, Robert Buser, and Michael Jackson. Student Activities in the 70's: A Survey Report. Reston, Virginia: National Association of Secondary School Principals. 1977, 36 pages.
This booklet presents and discusses results of a national survey that obtained information from secondary school administrators, activity sponsors, and students about a variety of issues related to extracurricular activities.

National Association of Secondary School Principals. "Student Activities in Secondary Schools: A Bibliography," Reston, Virginia: NASSP, 1974, 95 pages.
This bibliography was prepared for five groups of individuals: school principals and administrators of student activity programs, faculty members/sponsors; student leaders; instructors in teacher preparation institutions; and those interested in research in extra class activities. 450 References are cited, ninety percent of which are annotated.

Wood, Cliff I. Student Activities in the Two Year College and the Role of the College Union. Commerce, Texas: Dissertation for Ed.D., East Texas State University, May, 1973.
This study was initiated to investigate student activities in the two year college and the role of the college union. It attempts to answer the following questions:

1. What are some of the identifying characteristics of the two year colleges which have college unions?
2. What are the existing union facilities in the two year college?
3. What is the current status of college unions and union programs in the two year college:
4. What are some of the characteristics of the two year colleges which had a majority of the programs rated as "excellent" or "desirable" by a majority of the respondents?

Young, Jerry W. The Student and Campus Governance. Paper presented at the Special Summer Course for Two-Year Colleges, sponsored by the Department of University Student Unions, University of Minnesota, Minneapolis, Minnesota, 1969, 6 pages.
The recent demand for participation, reasons for student involvement, and special problems specifically encountered by the junior college are surveyed.

CHAPTER III

METHODS AND PROCEDURES

Research Design

A forty-two item Likert-Type Opinionnaire concerning extracurricular activities at the Kenosha and Racine campuses of Gateway Technical Institute was completed by each of the one hundred students selected for surveying in the two groups, Active and Inactive. Students also responded to informational questions on these topics: sex, age, commuting distance, marital status and family responsibilities, work responsibilities, sources of support for education, activity participation in high school, leadership responsibilities in high school, size of high school attended, permanent physical disabilities limiting participation, and suggestions for improving the quality or scope of extracurricular activities on the campuses of Gateway Technical Institute. The cumulative Grade Point Average of survey responders was utilized as a basis for comparing fifty students in each group, Active and Inactive, as determined by club advisors or instructors of students enrolled in Second Year Courses of Associate Degree Programs on the Kenosha and Racine campuses.

Instrumentation

Validity in instrumentation refers to the development of appropriate statements or questions related to the purpose for administering or decisions to be made following the use of selected data collection techniques.

The accuracy of data collected determines the Reliability of the instrumentation utilized. Consistency is an element of Reliability which may be tested through the use of a Spearman-Brown Reliability Correlation which is particularly applicable to a few items or a small number of responders. Stability is a second element of Reliability which indicates how well the scores are maintained over time through testing and retesting a specific population.

In an effort to develop both the Validity and Reliability of the Extracurricular Activities Assessment Opinionnaire to be used at Gateway Technical Institute two Pilot Tests were administered during the First Semester at U.W.-Stout. After administering the first Pilot Test to thirteen students on the campus during November, changes were made in twenty-two items as was dictated by the P-Correlations of the Item Analysis. The second Pilot Test administered to the same student population registered an improved Spearman-Brown Reliability Factor of .09, from .72 to .81, while the Hoyt Reliability Factor registered .16 improvement, from .59 to .75. (See Table 1)

Changes were made in eight items on the final form of the Opinionnaire administered at Gateway Technical Institute. Only one item, thirty-two, introduced changed content into the instrument.

Population

The computer printout of Second Year Associate Degree Enrollments as of February 1, 1979 on the Gateway Technical Institute campuses was read and the information presented in Table 2 was used as a basis for

Table 1

UW-Stout Pilot Test-GTI Response Comparisons

Location	Test Group	N	Spearman Brown Reliability	Hoyt's Reliability	Average Response	$\bar{X}$	S. D.
UW-Stout	Pilot Test I	13	.72	.59	3.40	143.0	10.09
UW-Stout	Pilot Test II	13	.81	.75	3.42	143.85	12.62
GTI	Kenosha-Active	41	.51	-	3.41	143.34	6.24
	Kenosha-Inactive	41	.47	-	3.29	134.93	5.40
	Racine-Active	9	.57	-	3.47	145.78	8.04
	Racine-Inactive	9	.60	-	3.29	138.11	7.51
	Active	50	.52	-	3.42	143.78	6.57
	Inactive	50	.50	-	3.29	138.26	5.74
	Kenosha Composite	82	.53	-	3.35	140.82	6.32
	Racine Composite	18	.65	-	3.38	141.94	8.52
	Females	63	.58	-	3.34	140.40	6.84
	Males	37	.54	-	3.38	142.08	6.51
	Composite	100	.56	-	3.36	141.02	6.73

determining the distribution of pairings for Active Students in the Student Clubs associated with Associate Degree Programs and Inactive Students enrolled in Second Year Courses of Associate Degree Programs.

Table 2

Showing the Second Year Associate Degree Enrollments
of Full-Time Students by Campus and Date, February 1, 1979
Sex and Pairs Surveyed

N=251**

Campus	Programs	Total	Pairs Surveyed
Kenosha	*Accounting	16	3
"	*Court & Conference Reporting	20	3
"	*Horticulture/Marketing	19	3
"	*Horticulture/Production	10	3
"	*Secretarial Science	6	3
"	*Pilot Training	6	1
"	*Aviation Mid-Management	8	2
"	*Data Processing	18	3
"	*Fluid Power Technology	8	1
"	*Interior Design	11	3
"	*Fashion Merchandising	6	2
"	Library Media Technology	1	0
"	*Marketing/General	5	2
"	*Marketing/Industrial	6	2
"	*Technical Nursing	49	6 (7)
"	*Police Science	10	2
"	*Radio Broadcasting	7	2
		N=206	N=41/40%
Racine	*Food Service Management	5	2
"	*Electronic Computer Technology	5	1
"	*Electronic Technology	7	2
"	*Hotel/Motel Management	5	1
"	Industrial Engineering Technology	2	
"	Mechanical Design	3	
"	Automotive Technology		
"	*Accounting	5	1
"	*Secretarial Science	5	1
"	*Marketing/General	7	1
		N=45	9/40%

*Indicates programs represented in survey.

** Male N=96 (38%) Female N=155 (62%)

Eleven club advisors representing sixteen different Associate Degree Programs were contacted on the Kenosha Campus, plus two pairs selected through the Student Government Association for a total of forty-two pairs on the Kenosha Campus, representing forty percent of the Second Year Enrollment.

Pairs from seven different Associate Degree Programs were selected on the Racine Campus, plus two pairs selected through the Student Government Association for the total of nine pairs on the Racine Campus, representing forty percent of the Second Year Enrollments.

A list of students active in the basketball program was obtained from the Director of Student Activities and names from this list were checked for integration into the list of students named by advisors.

Membership lists from the Kenosha Campus for twelve clubs represented in the Associate Degree Programs and the Student Government Association which were surveyed indicated a total of 314 students enrolled as members in these clubs. The forty-one active students surveyed represented thirteen percent of the thirteen clubs composite membership.

Membership lists from the Racine Campus for six clubs represented by the Associate Degree Programs and the Student Government Association which were surveyed indicated a total of 85 students enrolled as members in these clubs. The nine active students surveyed represented eleven percent of the seven clubs composite membership.

Sample

One hundred and two questionnaires were distributed through advisors of clubs related to Associate Degree Programs and the Student

Government Association on each campus. One hundred survey forms were returned with a response of fifty Active and fifty Inactive Students for a survey completion return of ninety-nine percent.

Due to student absences and other related circumstances, some advisors found it necessary to substitute students who had completed less than twenty-four hours of credit (minimum credit hours for second year classification). This occurred in eight percent of the one hundred returns as follows:

	Active	Inactive
Kenosha	1	5
Racine	1	1

The random selection basis used by advisors and instructors had no regard for sex of the students surveyed, yet the results indicated on the completed survey forms was Females, sixty-three percent, Males, thirty-seven percent, compared with actual enrollments of Females, sixty-two percent, and Males, thirty-eight percent of the total population.

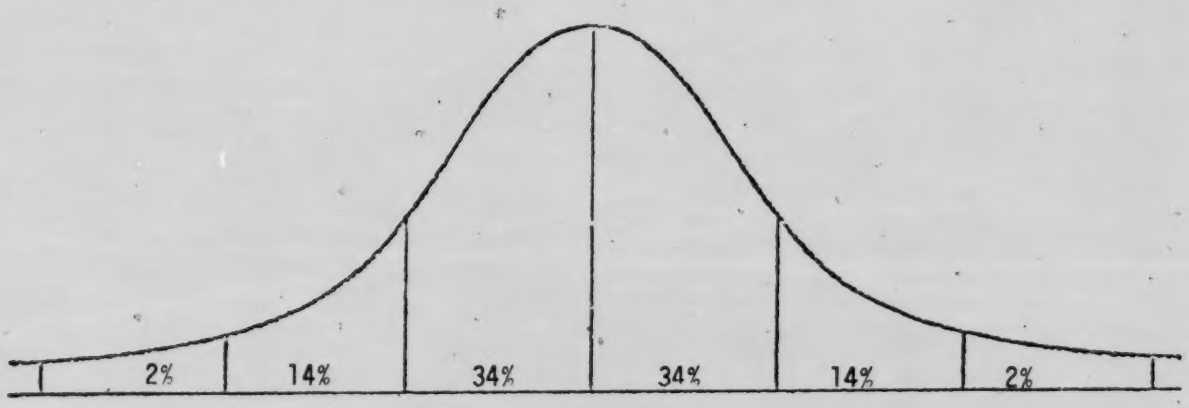
Data Analysis

1. A frequency distribution of scores based on the forty-two item Opinionnaire Section of the survey was prepared for the Composite Active and Composite Inactive, Total Population, Female and Male Students. Numbers corresponding to the percentage of scores in a Bell-shaped Curve were recorded along with the Mean Score, Standard Deviation and scores for both one Standard Deviation and two Standard Deviations above and below the Mean Score for each group. (See Table 3)

Table 3

FREQUENCY DISTRIBUTION OF SCORES

GTI EXTRA-CURRICULAR ACTIVITIES SURVEY



Active (N = 50)	1	7	17	17	7	1	S.D. = 6.57
	130.64	137.21	143.78	150.35	156.92		
Inactive (N = 50)	1	7	17	17	7	1	S.D. = 5.74
	126.78	132.52	138.26	144.00	149.74		
Total (N = 100)	2	14	34	34	14	2	S.D. = 6.73
	127.56	134.29	141.02	147.75	154.48		
Females (N = 63)	1.26	8.82	21.42	21.42	8.82	1.26	S.D. = 6.84
	126.72	133.56	140.40	147.24	154.08		
Males (N = 37)	.74	5.18	12.58	12.58	5.18	.74	S.D. = 6.51
	129.06	135.57	142.08	148.59	155.10		

2. A forty-two-item table of scores for the survey giving the Mean and Standard Deviation for each item was prepared for the following Sub-Groups: Kenosha Active, Inactive and Composite, Racine Active, Inactive and Composite, Totals for Active, Inactive and Composite, Female and Male. The Sub-Groups Total Scores were also recorded for Mean Score, Average Response, Standard Deviation and Spearman-Brown Reliability. Significant responses for certain items were identified and comparisons of agreement or disagreement noted in the Mean Scores for different Sub-Groups. Total Mean Scores for each Sub-Group were also compared.

3. Student attitudes toward campus activities were identified through a Sub-Group Analysis of twenty-two items selected from the forty-two item Opinionnaire responses and a table of scores was prepared with the same Sub-Groups previously identified in number two. The same format was used for recording scores and for analysis of data.

4. Student attitudes toward advisors and sponsors were identified through a Sub-Group Analysis of seven items selected from the forty-two-item Opinionnaire responses and a table of scores was prepared with the same Sub-Groups previously identified in number two. The same format was used for recording scores and for analysis of data.

5. The effect of outside forces on school activities were identified through a Sub-Group Analysis of six items selected from the forty-two-item Opinionnaire responses and a table of scores was prepared with the same Sub-Groups previously identified in number two. The same format was used for recording scores and for analysis of data.

6. Student attitudes toward administration and faculty were

identified through a Sub-Group Analysis of five items selected from the forty-two Opinionnaire responses and a table of scores was prepared with the same previously identified Sub-Groups in number two. The same format was used for recording scores and for analysis of data.

7. The age of responders was recorded in a seven-item Age Range Table by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. The Median and Inter-Quartile Range for each Sub-Group was recorded and significant facts identified through percentage statistics, Median comparisons and IQR comparisons for specific Sub-Groups.

8. The one-way commuting distance of students was recorded in a seven-item table giving miles from campus range from under three to over sixty miles. Scores were recorded by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. The Median and Inter-Quartile Range for each Sub-Group was recorded and significant facts identified through percentage statistics after careful analysis of the Median and IQR scores.

9. The marital status-family responsibilities of the surveyed population was recorded in a six-item table by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. Significant facts were identified through percentage and number statistics.

10. The work responsibilities of the surveyed population was recorded in a six-item table giving employment status of students who were not employed through employed over forty hours weekly. Scores were

recorded by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. The Median and Inter-Quartile Range for each Sub-Group was recorded and significant facts identified through percentage and Median Score comparisons.

11. The cost of financing education of the surveyed population was recorded in an eight-item multiple response table by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. Significant facts were reported through percentage statistics based on the total population of identified groups.

12. The level of high school participation in extracurricular activities was recorded in a seven-item table giving information on non-participation through active in five or more activities. Scores were recorded by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. The Median, Inter-Quartile Range, and Mode number for each Sub-Group was recorded and significant facts identified through percentage statistics after careful analysis of the Median and IQR Scores. Mode numbers were also identified by item response due to significant comparison values. Tables were also prepared for each of the four major Sub-Groups, Kenosha Active and Inactive and Racine Active and Inactive, which categorize the recorded activities of high school participation according to seven different areas: Sports Activities, Subject Area Clubs, Music Activities, Interest Area Activities, Publications, Community Service Clubs, and Other School Activities. The Frequency of Response is given for each activity listed.

13. The high school positions of responsibility of the surveyed

population was recorded in a seven-item table by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. The Mode Number was also recorded for each Sub-Group and utilized as a statistical identification factor. Significant facts were identified through percentage of total population and Sub-Group comparisons. Tables were also prepared for each of the four major Sub-Groups previously identified in number twelve which categorize the positions of responsibility according to Elected and Selected or Volunteered and indicate the Frequency of Response for each position.

14. The total enrollment of the high school attended for the surveyed population was recorded in a seven-item table giving item responses for number of students enrolled from under 100 to over 1500. Scores were recorded by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. The Median and Inter-Quartile Range for each Sub-Group was recorded and significant facts reported through percentage and Median Score comparisons.

15. The physical disabilities which might hinder participation in Extracurricular Activities were identified by number, sex and group. No table was presented due to lack of comparative statistics.

16. The Grade Point Averages of the surveyed population were recorded in a table giving the Mean Score and Standard Deviation for each of the eleven groups previously identified in number two. A Two-Factor Analysis of Variance was used to determine intercorrelary comparisons of significant difference in Grade Point Averages among the four Active-Inactive Groups and the Male-Female Groups at the .05 level of variance. The Mean Scores of selected Sub-Groups were compared.

17. The suggestions for improving quality or scope of extra-curricular activities was recorded in a two-item table by number and percentage of Sub-Group Totals for each of the eleven groups previously identified in number two. Significant facts were given using percentage statistics. A list of responses to this question was recorded for each of the four basic Sub-Groups, Active and Inactive on the Kenosha and Racine Campuses. These responses were also summarized in four separate tables.

18. A Standard Error of Difference Between Means was calculated for comparison of the Mean Scores at the one percent level of significance for the Composite Active-Inactive Group, the Kenosha Active-Inactive and the Racine Active-Inactive Sub-Groups in order to test the second hypothesis: The Mean Score of Active Students who complete a Likert-Type Opinionnaire will be somewhat higher than that of Inactive Students who complete the same Opinionnaire.

CHAPTER IV

RESULTS

Analysis of Data

The format for analysis of data is organized in the following sequence:

1. Narratives for the Composite G.T.I. Extracurricular Activities Survey and all other attitudinal objectives are given before the tables of statistics are cited.

2. All narratives analyzing the results of informational data collected and relating to objectives in this segment of the survey occur after the table of statistics is cited.

Composite Survey

In all Sub-Group comparisons, Active Groups had higher Mean Scores than Inactive Groups. (See Table 4)

Male responses were slightly higher for Mean Scores than Female responses, yet the Females overall Grade Point Average was slightly higher than that of the Males.

The total surveyed population registered agreement with the negatively stated item 7., indicating their approval of more opportunity for girls to participate in interscholastic sports events.

There was significant agreement registered by both Active and Inactive students for these statements:

20. The director of student activities is an effective position

and is necessary for coordinating student activities on the G.T.I. campuses.

21. Community leaders could make a positive contribution through service on an activity advisory council.

26. Methods used to finance student activities, such as food or merchandise sales, and sponsoring different service and social events, are educationally justifiable.

34. Students should voluntarily participate in activities.

36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

Significant agreement was also registered by the total population surveyed with Active responses somewhat higher than Inactive responses on these statements:

39. Activities of clubs and organizations should be of value to students after leaving school.

41. Classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations.

Student Attitudes toward Campus Activities

The Active and Female Sub-Groups agreed more favorably with the positive reaction of the Inactive and Male Sub-Groups to statement three, "There is little student interest in activities on this campus." (See Table 5)

The lower negative responses of the Active Sub-Groups than that of the Inactive Sub-Groups on statement twenty-eight, "The attitude of most students toward participation in extracurricular activities could be characterized as enthusiastic," which was negatively scored in the analysis,

correlates favorably with responses given in three. Both statements are concerned with the same basic attitude response.

There was significant agreement registered by both Active and Inactive students for these statements:

2. A small group of students control the extracurricular activities in this school.

26. Methods used to finance student activities, such as food or merchandise sales, and sponsoring different service and social events, are educationally justifiable.

34. Students should voluntarily participate in activities.

36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

Significant agreement was also registered by the total population surveyed with Active responses somewhat higher than Inactive responses on these statements:

39. Activities of clubs and organizations should be of value to students after leaving school.

41. Classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations.

Student Attitudes toward Advisors and Sponsors

Active responses were higher than Inactive responses, Racine Active Sub-Group in particular, to statement fourteen. "Teachers should have professional educational preparation in leadership methods in order to qualify as advisor for a club or organization." (See Table 6)

Inactive responses were consistently higher in all Sub-Groups to

statement fifteen, "People other than teachers should be permitted to serve as activity advisors."

The lower negative responses of the Active and Male Sub-Groups than that of the Inactive and Female Sub-Groups on statement sixteen, "Faculty members should not receive extra pay for sponsorship of a club or activity," which was negatively scored in the analysis, indicates their approval of compensation above contract salary for faculty members who assume the role of Club Advisor.

There was a somewhat positive response by all survey responders and higher responses recorded in the Active and Male Sub-Groups to statement seventeen, "Advisors should play a more active role in student organizations."

Composite responses recorded positive reactions with higher agreement found among the Kenosha Inactive, Racine Active and Female Sub-Groups to statement twenty-two, "Advisors for various clubs and organizations should be selected by the students who participate in those groups."

When comparing all measures of statistical evidence recorded for this Sub-Analysis, including the Mean Score, Average Response, Standard Deviation and Spearman-Brown Reliability Factor, with scores recorded for the other Sub-Groups it is evident that the Racine Active Sub-Group was in disagreement with the basic trends established by other Sub-Groups in the survey.

Effect of Outside Forces on School Activities

There is somewhat positive reaction to statement four, "Competition

from nonschool activities reduces participation in extracurricular activities on this campus," with the Kenosha Active, Racine Inactive and Male Sub-Groups responding in a more positive vein. (See Table 7)

Active groups had higher positive responses to statement eight, "Contests sponsored by groups outside the school are educationally worthwhile."

There was strong positive agreement for both the Active and Inactive Groups on statement twenty-one, "Community leaders could make a positive contribution through service on an activity advisory council."

Student disagreement with the negative scoring was in evidence on the following statements:

18. Citizens in the community are not interested in and willing to support activities sponsored by groups and organizations on campus.

35. Extra-class activities are frequently centered around community service projects organized to benefit non-school groups or individuals

This disagreement, particularly in Inactive Sub-Groups lowered the Spearman-Brown Reliability Factor of this Sub-Analysis.

Student Attitudes toward Administration and Faculty

Inactive Sub-Groups registered higher positive agreement than Active Sub-Groups, particularly the Racine Inactive Sub-Group, for statement five, "Administrative support encourages activity offerings by different organizations or clubs." (See Table 8)

All Sub-Groups disagreed with the idea presented in statement eleven, "Teachers should be allowed to require the participation of

their classes in contests." The more negative responses were evident in the Kenosha Inactive and Female Sub-Groups.

There was strong positive agreement by both Active and Inactive students with these statements:

20. The director of student activities is an effective position and is necessary for coordinating student activities on the G.T.I. campuses.

36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

Table 4

GTI EXTRA CURRICULAR ACTIVITIES SURVEY

March, 1979

** Statements	Kenosha						Racine						Totals						Sex			
	Active	N 41	Inactive	N 41	Comp.	N 82	Active	N 9	Inactive	N 9	Comp.	N 18	Active	N 50	Inactive	N 50	Comp.	N 100	Female	N 63	Male	N 37
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.	2.98	1.04	2.85	.76	2.92	.91	2.67	1.00	3.11	.33	2.89	.76	2.92	1.03	2.90	.71	2.91	.88	2.95	.89	2.84	.87
2.	3.78	.88	3.61	.89	3.70	.88	4.11	.78	3.78	.44	3.94	.64	3.84	.87	3.64	.83	3.74	.85	3.79	.74	3.65	1.01
3.	3.85	1.04	3.41	.92	3.63	1.00	3.78	.83	3.67	1.12	3.72	.96	3.84	1.00	3.46	.95	3.65	.99	3.78	.91	3.43	1.09
4.	3.59	.97	3.24	.97	3.41	.98	3.33	.87	3.56	1.13	3.44	.98	3.54	.95	3.30	1.00	3.42	.98	3.38	.99	3.49	.96
5.	3.24	1.04	3.44	.95	3.34	1.00	3.22	1.30	3.88	.35	3.53	1.01	3.24	1.08	3.51	.89	3.37	1.00	3.32	.99	3.46	1.02
6.	3.37	.92	2.61	.86	2.99	.96	3.56	1.01	2.89	1.05	3.22	1.06	3.40	.93	2.66	.90	3.03	.98	3.00	1.03	3.08	.89
*7.	2.00	.95	1.76	.86	1.88	.91	1.89	1.05	2.56	1.33	2.22	1.22	1.98	.96	1.90	1.00	1.94	.97	1.87	.98	2.08	.95
8.	3.56	.95	3.34	.85	3.45	.90	4.00	.87	3.75	.46	3.88	.70	3.64	.94	3.41	.81	3.53	.88	3.55	.88	3.49	.90
9.	3.20	1.18	3.10	1.09	3.15	1.13	3.11	1.05	3.67	.87	3.39	.98	3.18	1.15	3.20	1.07	3.19	1.10	3.27	1.04	3.05	1.20
10.	2.88	1.03	2.39	1.12	2.63	1.09	2.78	1.30	2.33	.87	2.56	1.10	2.86	1.07	2.38	1.07	2.62	1.09	2.60	1.09	2.65	1.11
11.	2.68	1.08	1.85	1.04	2.27	1.13	2.44	1.33	2.33	1.22	2.39	1.24	2.64	1.12	1.94	1.08	2.29	1.15	2.13	1.13	2.57	1.14
*12.	3.24	1.20	2.98	1.23	3.11	1.22	3.00	1.50	2.78	.83	2.89	1.18	3.20	1.25	2.94	1.17	3.07	1.21	3.19	1.28	2.86	1.06
13.	2.39	.80	2.49	.95	2.44	.88	2.67	1.32	2.33	.71	2.50	1.04	2.44	.91	2.46	.91	2.45	.90	2.43	.86	2.49	.99
14.	3.37	1.04	3.05	1.00	3.21	1.03	4.33	.71	2.78	.97	3.56	1.15	3.54	1.05	3.00	.99	3.27	1.05	3.35	1.08	3.14	1.00

*Negatively Scored Items

** The questions corresponding to these numbers have been removed, enlarged, and reinserted on the following page.

1. Extra-curricular activities in this school are effectively meeting the needs of students.

2. A small group or groups of students control the extra-curricular activities in this school.

3. There is little student interest in activities on this campus.

4. Competition from nonschool activities reduces participation in extra-curricular activities on this campus.

5. Administrative support encourages activity offerings by different organizations or clubs.

6. Lack of faculty commitment makes students apathetic toward active participation in activities.

*7. Girls should not be extended more opportunity for participation in interscholastic sports.

8. Contests sponsored by groups outside the school are educationally worthwhile.

9. Women should participate with men in interscholastic sports.

10. School assemblies should be required for activity involvement.

11. Teachers should be allowed to require the participation of their classes in contests.

*12. The student government association is not an effective means for involving students in the process of resolving school issues and problems.

13. The social activities on this campus are effectively meeting the personal-social needs of a majority of students.

14. Teachers should have professional educational preparation in leadership methods in order to qualify as advisor for a club or organization.

*Negatively Scored Items

Table 4 (Cont.)
GTI EXTRA CURRICULAR ACTIVITIES SURVEY

March, 1979

** Statements	Kenosha Active N 41 $\bar{X}$	SD	Inactive N 41 $\bar{X}$	SD	Comp. N 82 $\bar{X}$	SD	Racine Active N 9 $\bar{X}$	SD	Inactive N 9 $\bar{X}$	SD	Comp. N 18 $\bar{X}$	SD	Totals Active N 50 $\bar{X}$	SD	Inactive N 50 $\bar{X}$	SD	Comp. N 100 $\bar{X}$	SD	Sex Female N 63 $\bar{X}$	SD	Male N 37 $\bar{X}$	SD
15.	3.46	.98	3.88	.84	3.67	.93	3.44	1.33	4.11	.33	3.78	1.00	3.46	1.03	3.92	.78	3.69	.93	3.84	.83	3.43	1.07
*16.	2.39	1.07	2.76	1.30	2.57	1.20	2.11	.78	2.78	1.20	2.44	1.04	2.34	1.02	2.76	1.27	2.55	1.17	2.64	1.17	2.41	1.17
17.	3.56	.78	3.39	.86	3.48	.82	3.67	1.00	3.22	.83	3.44	.92	3.58	.81	3.36	.85	3.47	.83	3.35	.86	3.68	.75
*18.	3.10	1.00	2.93	.82	3.01	.91	2.67	1.12	3.33	.87	3.00	1.03	3.02	1.02	3.00	.83	3.01	.93	3.02	.87	3.00	1.03
19.	2.95	1.38	2.59	1.16	2.77	1.28	1.67	.71	2.22	.97	1.94	.87	2.72	1.37	2.52	1.13	2.62	1.25	2.64	1.25	2.59	1.28
20.	3.88	.75	3.63	.92	3.76	.84	4.00	.71	3.44	.73	3.72	.75	3.90	.74	3.60	.88	3.75	.82	3.81	.78	3.65	.89
21.	3.90	.78	3.76	.62	3.83	.70	3.78	1.20	3.78	.44	3.78	.88	3.88	.86	3.76	.59	3.82	.73	3.86	.67	3.75	.84
22.	3.46	.98	3.85	.79	3.66	.91	3.89	1.05	3.22	1.20	3.56	1.15	3.54	.99	3.74	.90	3.64	.95	3.76	.86	3.43	1.04
23.	3.46	.84	3.40	.84	3.43	.84	3.67	.87	3.44	.73	3.56	.78	3.50	.84	3.41	.81	3.45	.82	3.36	.83	3.62	.79
*24.	2.12	.90	2.44	.92	2.28	.92	2.44	1.13	2.78	.83	2.61	.98	2.18	.94	2.50	.91	2.34	.93	2.37	.92	2.30	.97
*25.	2.32	.72	2.54	.78	2.43	.75	2.56	.73	2.89	.33	2.72	.57	2.36	.72	2.60	.73	2.48	.73	2.52	.74	2.41	.72
26.	3.93	.72	3.78	.91	3.85	.82	4.11	.33	3.89	.60	4.00	.49	3.96	.67	3.80	.86	3.88	.77	3.83	.85	3.97	.60
27.	2.76	.97	3.02	.91	2.89	.94	2.56	1.24	2.78	.83	2.67	1.03	2.72	1.01	2.98	.89	2.85	.96	2.78	.94	2.97	.99
*28.	2.22	1.04	2.34	.82	2.28	.93	2.22	.97	2.56	1.01	2.39	.98	2.22	1.02	2.38	.86	2.30	.93	2.29	.99	2.32	.85

*Negatively Scored Items

** The questions corresponding to these numbers have been removed, enlarged, and reinserted on the following page.

15. People other than teachers should be permitted to serve as activity advisors.

*16. Faculty members should not receive extra pay for sponsorship of a club or activity.

17. Advisors should play a more active role in student organizations.

*18. Citizens in the community are not interested in and willing to support activities sponsored by groups and organizations on campus.

19. School publications should be reviewed and censored for inappropriate content.

20. The director of student activities is an effective position and is necessary for coordinating student activities on the G.T.I. campuses.

21. Community leaders could make a positive contribution through service on an activity advisory council.

22. Advisors for various clubs and organizations should be selected by the students who participate in those groups.

23. An end-of-school awards program is held each spring for the students at G.T.I.

*24. There is adequate participation in most activities on the G.T.I. campuses.

*25. Crowd control at interscholastic athletic contests is becoming a significant problem.

26. Methods used to finance student activities, such as food or merchandise sales, and sponsoring different service and social events, are educationally justifiable.

27. The amount of activity participation by students is inversely related to the size of the school.

*28. The attitude of most students toward participation in extra-curricular activities could be characterized as enthusiastic.

*Negatively Scored Items

Table 4 (Cont.)
GTI EXTRA CURRICULAR ACTIVITIES SURVEY

March, 1979

** Statements	Kenosha						Racine						Totals						Sex			
	Active N 41		Inactive N 41		Comp. N 82		Active N 9		Inactive N 9		Comp. N 18		Active N 50		Inactive N 50		Comp. N 100		Female 63		Male 37	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
29.	3.10	1.09	3.37	.92	3.26	.98	3.11	1.17	3.78	.44	3.44	.92	3.10	1.09	3.44	.86	3.27	.99	3.08	1.07	3.59	.76
30.	2.71	1.19	3.00	.81	2.84	1.02	2.67	1.00	3.00	.50	2.83	.79	2.70	1.15	3.00	.76	2.85	.98	3.10	.98	2.43	.83
*31.	2.46	1.03	2.49	1.10	2.48	1.06	2.11	1.05	2.33	1.12	2.22	1.06	2.40	1.03	2.46	1.09	2.43	1.06	2.56	1.12	2.22	.92
32.	3.17	.83	3.23	.69	3.20	.77	2.56	1.01	3.22	.44	2.89	.83	3.06	.89	3.22	.65	3.14	.78	3.16	.75	3.11	.84
33.	3.59	.97	3.20	1.12	3.42	1.04	3.44	1.13	3.44	.73	3.44	.92	3.56	.99	3.22	1.17	3.39	1.10	3.41	1.19	3.35	.95
34.	4.32	.47	4.20	.46	4.26	.47	4.78	.44	4.22	.44	4.50	.51	4.40	.49	4.20	.45	4.30	.48	4.29	.49	4.32	.47
*35.	3.32	.76	3.02	.69	3.17	.74	2.11	1.05	3.00	.00	2.56	.86	3.10	.93	3.02	.62	3.06	.79	3.13	.66	2.95	.97
36.	3.95	.97	3.88	.71	3.93	.85	3.56	1.33	3.78	.83	3.67	1.08	3.88	1.04	3.86	.73	3.88	.90	3.98	.79	3.68	1.03
37.	2.59	.95	2.66	.96	2.63	.95	2.67	1.41	2.44	.53	2.56	1.04	2.60	1.03	2.62	.90	2.61	.96	2.54	.95	2.73	.99
38.	3.32	.72	3.22	.47	3.27	.61	3.33	.71	2.89	.60	3.11	.68	3.32	.71	3.16	.51	3.24	.62	3.16	.57	3.38	.68
39.	4.41	.71	3.93	.69	4.17	.74	4.33	1.00	4.11	.93	4.22	.94	4.40	.76	3.96	.73	4.18	.77	4.13	.83	4.27	.65
40.	3.29	1.19	3.22	1.04	3.26	1.12	3.56	1.33	3.89	.60	3.72	1.02	3.34	1.21	3.34	1.00	3.34	1.10	3.14	1.08	3.68	1.08
41.	4.27	.59	3.68	.76	3.99	.73	4.11	.60	3.78	.67	3.94	.64	4.24	.59	3.70	1.74	3.97	.71	3.94	.76	4.03	.64
*42.	2.27	.81	2.63	.74	2.44	.79	2.00	1.00	2.78	1.09	2.39	1.09	2.22	.84	2.66	.80	2.44	.85	2.54	.74	2.27	.99

*Negatively Scored Items

**The questions corresponding to these numbers have been removed, enlarged, and reinserted on the following page.

29. Most student activities should be financially self-supporting.

30. Participation in activities is becoming financially impossible for many students because of the cost.

*31. Students should be excluded from participation in activities other than athletics for failure to maintain a minimal Grade Point Average.

32. There are an adequate number of advisors available for the different activities at G.T.I.

33. All extra-class activities should be approved by the school and directed toward student needs and interests.

34. Students should voluntarily participate in activities.

*35. Extra-class activities are frequently centered around community service projects organized to benefit non-school groups or individuals.

36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

37. Most extra-curricular activities should be mainly personal or social, rather than academic.

38. Most advisors of organizations volunteer for the position.

39. Activities of clubs and organizations should be of value to students after leaving school.

40. The democratic process should be the basis for determining membership in clubs and organizations.

41. Classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations.

*42. There is an underground newspaper in existence on the G.T.I. campuses.

*Negatively Scored Items

Table 4 (Cont.)

GTI EXTRA CURRICULAR ACTIVITIES SURVEY

March, 1979

	Kenosha						Racine						Totals						Sex			
	Active	N 41	Inactive	N 41	Comp.	N 82	Active	N 9	Inactive	N 9	Comp.	N 18	Active	N 50	Inactive	N 50	Comp.	N 100	Female	N 63	Male	N 37
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Mean Score	143.34		134.93		140.82		145.78		138.11		141.94		143.78		138.26		141.02		140.40		142.08	
Average Response	3.41		3.29		3.35		3.47		3.29		3.38		3.42		3.29		3.36		3.34		3.38	
Standard Deviation	6.24		5.40		6.32		8.04		7.51		8.52		6.57		5.74		6.73		6.84		6.51	
Spearman-Brown Reliability	.51		.47		.53		.57		.60		.65		.52		.50		.56		.58		.54	

Table 5
Student Attitudes Toward Campus Activities

	Kenosha						Racine						Totals						Sex			
	Active	N 41	Inactive	N 41	Comp.	N 82	Active	N 9	Inactive	N 9	Comp.	N 18	Active	N 50	Inactive	N 50	Comp.	N 100	Female	N 63	Male	N 37
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.	2.98	1.04	2.85	.76	2.91	.91	2.67	1.00	3.11	.33	2.89	.76	2.92	1.03	2.90	.71	2.91	.88	2.95	.89	2.84	.87
2.	3.78	.88	3.61	.89	3.70	.88	4.11	.78	3.78	.44	3.94	.64	3.84	.87	3.64	.83	3.74	.85	3.79	.74	3.65	1.01
3.	3.85	1.04	3.41	.92	3.63	1.00	3.78	.83	3.67	1.12	3.72	.96	3.84	1.00	3.46	.95	3.65	.99	3.78	.91	3.43	1.09
10.	2.88	1.03	2.39	1.12	2.63	1.09	2.78	1.30	2.33	.87	2.56	1.10	2.86	1.07	2.38	1.07	2.62	1.09	2.60	1.09	2.65	1.11
*12.	3.24	1.20	2.98	1.23	3.11	1.22	3.00	1.50	2.78	.83	2.89	1.18	3.20	1.25	2.94	1.17	3.07	1.21	3.19	1.28	2.86	1.06
13.	2.39	.80	2.49	.95	2.44	.88	2.67	1.32	2.33	.71	2.50	1.04	2.44	.91	2.46	.91	2.45	.90	2.43	.86	2.49	.99
19.	2.95	1.38	2.59	1.16	2.77	1.28	1.67	.71	2.22	.97	1.94	.87	2.72	1.37	2.52	1.13	2.62	1.25	2.63	1.25	2.59	1.28
*24.	2.12	.90	2.44	.92	2.28	.92	2.44	1.13	2.78	.83	2.61	.98	2.18	.94	2.50	.91	2.34	.93	2.37	.92	2.30	.97
26.	3.93	.72	3.78	.91	3.85	.82	4.11	.33	3.89	.60	4.00	.49	3.96	.67	3.80	.86	3.88	.77	3.83	.95	3.97	.60
27.	2.76	.97	3.02	.91	2.89	.94	2.56	1.24	2.78	.83	2.67	1.03	2.72	1.01	2.98	.89	2.85	.96	2.78	.94	2.97	.99
*28.	2.22	1.04	2.34	.82	2.28	.93	2.22	.97	2.56	1.01	2.39	.98	2.22	1.02	2.38	.85	2.30	.94	2.29	.99	2.32	.85
29.	3.10	1.09	3.37	.92	3.23	1.01	3.11	1.17	3.78	.44	3.44	.92	3.10	1.09	3.44	.86	3.27	.99	3.08	1.07	3.59	.76
30.	2.71	1.19	3.00	.81	2.85	1.02	2.67	1.00	3.00	.50	2.83	.79	2.70	1.15	3.00	.76	2.85	.98	3.10	.98	2.43	.83
*31.	2.46	1.03	2.49	1.10	2.48	1.06	2.11	1.05	2.33	1.12	2.22	1.06	2.40	1.03	2.46	1.09	2.43	1.06	2.56	1.12	2.22	.92

Questions corresponding to the numbers above have been removed, enlarged, and reinserted on the following page.

1. Extra-curricular activities in this school are effectively meeting the needs of students.

2. A small group or groups of students control the extra-curricular activities in this school.

3. There is little student interest in activities on this campus.

10. School assemblies should be required for activity involvement.

*12. The student government association is not an effective means for involving students in the process of resolving school issues and problems.

13. The social activities on this campus are effectively meeting the personal-social needs of a majority of students.

19. School publications should be reviewed and censored for inappropriate content.

*24. There is adequate participation in most activities on the G.T.I. campuses.

26. Methods used to finance student activities, such as food or merchandise sales, and sponsoring different service and social events, are educationally justifiable.

27. The amount of activity participation by students is inversely related to the size of the school.

*28. The attitude of most students toward participation in extra-curricular activities could be characterized as enthusiastic.

29. Most student activities should be financially self-supporting.

30. Participation in activities is becoming financially impossible for many students because of the cost.

*31. Students should be excluded from participation in activities other than athletics for failure to maintain a minimal Grade Point Average.

*Negatively Scored Items

Questions corresponding to the numbers below have been removed, enlarged, and reinserted at the bottom of the page.

Table 5 (cont.)
Student Attitudes Toward Campus Activities

	Kenosha						Racine						Totals						Sex			
	Active N 41		Inactive N 41		Comp. N 82		Active N 9		Inactive N 9		Comp. N 18		Active N 50		Inactive N 50		Comp. N 100		Female N 63		Male N 37	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
32.	3.17	.83	3.22	.69	3.20	.76	2.56	1.01	3.22	.44	2.89	.83	3.06	.89	3.22	.65	3.14	.78	3.16	.75	3.11	.84
33.	3.59	.97	3.20	1.12	3.39	1.06	3.44	1.13	3.44	.73	3.44	.92	3.56	.99	3.24	1.06	3.40	1.03	3.43	1.09	3.35	.95
34.	4.32	.47	4.20	.46	4.26	.47	4.78	.44	4.22	.44	4.50	.51	4.40	.49	4.20	.45	4.30	.48	4.29	.49	4.32	.47
36.	3.95	.97	3.88	.71	3.91	.85	3.56	1.33	3.78	.83	3.67	1.08	3.88	1.04	3.86	.73	3.87	.90	3.98	.79	3.68	1.03
37.	2.59	.95	2.66	.96	2.62	.95	2.67	1.41	2.44	.53	2.56	1.04	2.60	1.03	2.62	.90	2.61	.96	2.54	.95	2.73	.99
39.	4.41	.71	3.93	.69	4.17	.73	4.33	1.00	4.11	.93	4.22	.94	4.40	.76	3.96	.73	4.18	.77	4.13	.83	4.27	.65
40.	3.29	1.19	3.22	1.04	3.26	1.11	3.56	1.33	3.89	.60	3.72	1.02	3.34	1.21	3.34	1.00	3.34	1.10	3.14	1.08	3.68	1.08
41.	4.27	.59	3.68	.76	3.98	.74	4.11	.60	3.78	.67	3.94	.64	4.24	.59	3.70	.74	3.97	.72	3.94	.76	4.03	.64
Mean Score	74.85		72.24		73.55		73.33		73.33		73.33		74.58		72.44		73.51		73.17		74.08	
Average Response	3.40		3.28		3.34		3.33		3.33		3.33		3.39		3.29		3.34		3.33		3.37	
Standard Deviation	4.65		3.89		4.46		5.15		3.00		4.09		4.73		3.74		4.38		4.41		4.32	
Spearman-Brown Reliability	.52		.48		.51		.43		.46		.47		.50		.48		.50		.52		.50	

*Negatively Scored Items

32. There are an adequate number of advisors available for the different activities at G.T.I.
33. All extra-class activities should be approved by the school and directed toward students needs and interests.
34. Students should voluntarily participate in activities.
36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.
37. Most extra-curricular activities should be mainly personal or social, rather than academic.
39. Activities of clubs and organizations should be of value to students after leaving school.
40. The democratic process should be the basis for determining membership in clubs and organizations.
41. Classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations.

Questions corresponding to the numbers below have been removed, enlarged, and reinserted at the bottom of the page.

Table 6
Student Attitudes Toward Advisors and Sponsors

	Kenosha						Racine						Totals						Sex			
	Active N 41		Inactive N 41		Comp. N 82		Active N 9		Inactive N 9		Comp. N 18		Active N 50		Inactive N 50		Comp. N 100		Female N 63		Male N 37	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
14.	3.37	1.04	3.05	1.00	3.21	1.03	4.33	.71	2.78	.97	3.56	1.15	3.54	1.05	3.00	.99	3.27	1.05	3.35	1.08	3.14	1.00
15.	3.46	.98	3.88	.84	3.67	.93	3.44	1.33	4.11	.33	3.78	1.00	3.46	1.03	3.92	.78	3.69	.94	3.84	.83	3.43	1.07
*16.	2.39	1.07	2.76	1.30	2.57	1.20	2.11	.78	2.78	1.20	2.44	1.04	2.34	1.02	2.76	1.27	2.55	1.17	2.63	1.17	2.41	1.17
17.	3.56	.78	3.39	.86	3.48	.82	3.67	1.00	3.22	.83	3.44	.92	3.58	.81	3.36	.85	3.47	.83	3.35	.86	3.68	.75
22.	3.46	.98	3.85	.79	3.66	.91	3.89	1.05	3.22	1.20	3.56	1.15	3.54	.99	3.74	.90	3.64	.95	3.76	.87	3.43	1.04
32.	3.17	.83	3.22	.69	3.20	.76	2.56	1.01	3.22	.44	2.89	.83	3.06	.89	3.22	.65	3.14	.78	3.16	.75	3.11	.84
38.	3.32	.72	3.22	.47	3.27	.61	3.33	.71	2.89	.60	3.11	.68	3.32	.71	3.16	.51	3.24	.62	3.16	.67	3.38	.68
Mean Score	23.95		23.85		23.90		25.11		22.67		23.89		24.16		23.64		23.90		23.98		23.76	
Average Response	3.42		3.41		3.41		3.59		3.24		3.41		3.45		3.38		3.41		3.43		3.39	
Standard Deviation	2.29		2.39		2.33		.93		2.45		2.19		2.15		2.42		2.29		2.56		1.79	
Spearman-Brown Reliability	.49		.49		.49		.10		.57		.40		.43		.51		.48		.54		.35	

*Negatively Scored Item

14. Teachers should have professional educational preparation in leadership methods in order to qualify as advisor for a club or organization.
15. People other than teachers should be permitted to serve as activity advisors.
*16. Faculty members should not receive extra pay for sponsorship of a club or activity.
17. Advisors should play a more active role in student organizations.
22. Advisors for various clubs and organizations should be selected by the students who partipate in those groups.
32. There are an adequate number of advisors available for the different activities at G.T.I.
38. Most advisors of organizations volunteer for the position.

Questions corresponding to the numbers below have been removed, enlarged, and reinserted at the bottom of the page.

Table 7
Effect of Outside Forces on School Activities

	Kenosha						Racine						Totals						Sex			
	Active	N 41	Inactive	N 41	Comp.	N 82	Active	N 9	Inactive	N 9	Comp.	N 18	Active	N 50	Inactive	N 50	Comp.	N 100	Female	N 63	Male	N 37
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
4.	3.59	.97	3.24	.97	3.41	.98	3.33	.87	3.56	1.13	3.44	.98	3.54	.95	3.30	.99	3.42	.98	3.38	.99	3.49	.96
8.	3.56	.95	3.34	.85	3.45	.90	4.00	.87	3.75	.46	3.88	.70	3.64	.94	3.41	.81	3.53	.88	3.55	.88	3.49	.90
*18.	3.10	1.00	2.93	.82	3.01	.91	2.67	1.12	3.33	.87	3.00	1.03	3.02	1.02	3.00	.83	3.01	.93	3.02	.87	3.00	1.03
21.	3.90	.78	3.76	.62	3.83	.70	3.78	1.20	3.78	.44	3.78	.88	3.88	.86	3.76	.59	3.82	.73	3.86	.67	3.75	.84
*25.	2.32	.72	2.54	.78	2.43	.75	2.56	.73	2.89	.33	2.72	.57	2.36	.72	2.60	.73	2.48	.73	2.52	.74	2.41	.72
*35.	3.32	.76	3.02	.69	3.17	.73	2.11	1.05	3.00	.00	2.56	.86	3.10	.93	3.02	.62	3.06	.79	3.13	.66	2.95	.97
Mean Score	20.22		19.85		20.04		21.78		19.44		20.61		20.50		19.78		20.14		20.06		20.27	
Average Response	3.37		3.31		3.34		3.63		3.24		3.44		3.42		3.30		3.36		3.34		3.38	
Standard Deviation	2.12		1.42		1.80		2.44		2.07		2.50		2.23		1.54		1.94		2.05		1.77	
Spearman-Brown Reliability	.52		.39		.46		.58		.39		.59		.53		.42		.49		.54		.40	

*Negatively Scored Items

4. Competition from nonschool activities reduces participation in extra-curricular activities on this campus.
8. Contests sponsored by groups outside the school are educationally worthwhile.
*18. Citizens in the community are not interested in and willing to support activities sponsored by groups and organizations on campus.
21. Community leaders could make a positive contribution through service on an activity advisory council.
*25. Crowd control at interscholastic athletic contests is becoming a significant problems.
*35. Extra-class activities are frequently centered around community service projects organized around community service projects organized to benefit non-school groups or individuals.

Questions corresponding to the numbers below have been removed, enlarged, and reinserted at the bottom of the page.

Table 8
Student Attitudes Toward Administration and Faculty

	Kenosha						Racine						Totals						Sex			
	Active N 41		Inactive N 41		Comp. N 82		Active N 9		Inactive N 9		Comp. N 18		Active N 50		Inactive N 50		Comp. N 100		Female N 63		Male N 37	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
5.	3.24	1.04	3.44	.95	3.34	1.00	3.22	1.30	3.88	.35	3.53	1.01	3.24	1.08	3.51	.89	3.37	1.00	3.32	.99	3.46	1.02
6.	3.37	.92	2.61	.86	2.99	.96	3.56	1.01	2.89	1.05	3.22	1.06	3.40	.93	2.66	.89	3.03	.98	3.00	1.03	3.08	.89
11.	2.68	1.08	1.85	1.04	2.27	1.13	2.44	1.33	2.33	1.22	2.39	1.24	2.64	1.12	1.94	1.08	2.29	1.15	2.13	1.13	2.57	1.14
20.	3.88	.75	3.63	.92	3.76	.84	4.00	.71	3.44	.73	3.72	.75	3.90	.74	3.60	.88	3.75	.82	3.81	.78	3.65	.89
36.	3.95	.97	3.88	.71	3.91	.85	3.56	1.33	3.78	.83	3.67	1.08	3.88	1.04	3.86	.73	3.87	.90	3.98	.79	3.68	1.03
Mean Score	17.12		15.41		16.27		16.78		15.89		16.33		17.06		15.50		16.28		16.19		16.43	
Average Response	3.42		3.08		3.25		3.36		3.18		3.27		3.41		3.10		3.26		3.24		3.29	
Standard Deviation	2.22		1.96		2.25		2.77		2.62		2.66		2.30		2.07		2.31		2.15		2.60	
Spearman-Brown Reliability	.56		.52		.57		.57		.60		.60		.56		.53		.57		.53		.66	

5. Administrative support encourages activity offerings by different organizations or clubs.
6. Lack of faculty commitment makes students apathetic toward active participation in activities.
11. Teachers should be allowed to require the participation of their classes in contests.
20. The director of student activities is an effective position and is necessary for coordinating student activities on the G.T.I. campuses.
36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

#44 Age of Survey Responders

		Active						Inactive						Total Population						Sex			
		K		R		Total		K		R		Total		K		R		Total		Female		Male	
Item Responses	Age	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		41		9		50		41		9		50		82		18		100		63		37	
1	17-19	10	24	0	0	10	20	7	17	1	11	8	16	17	21	1	6	18	18	12	19	6	16
2	20-23	19	46	5	56	24	48	20	49	4	44	24	48	39	48	9	50	48	48	29	46	19	51
3	24-29	9	22	3	33	12	24	7	17	1	11	8	16	16	20	4	22	20	20	11	17	9	24
4	30-39	2	5	1	11	3	6	7	17	2	22	9	18	9	11	3	17	12	12	9	14	3	8
5	40-49	1	2	0	0	1	2	0	0	1	11	1	2	1	1	1	6	2	2	2	3	0	0
6	50-65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	Over 65	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Median*		2.05		2.40		2.13		2.18		2.38		2.21		2.12		2.39		2.17		2.17		2.16	
IQR*		1.18		1.13		1.19		1.41		2.06		1.50		1.27		1.49		1.30		1.44		1.13	

*Scores are related to numbers under Column Heading "Item Responses".

#44 Table of Responses to Question #44 on the Survey Instrument.

Analysis of Data

Median scores show that all students surveyed on the Racine Campus were slightly older than those on the Kenosha Campus. Forty-eight percent of the total population surveyed was within the 20-23 year old age group. The IQR scores reveal a wider spread of age in the Racine Campus Inactive Sub-Group than the Kenosha Inactive Sub-Group, 2.06 compared to 1.41. A wider spread of age is also in evidence when comparing the Female Group with the Male, 1.44 to 1.13.

#45 Commuting Distance

		Active						Inactive						Total Population						Sex			
		K		R		Total		K		R		Total		K		R		Total		Female		Male	
Item Responses	Miles From Campus	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		41		9		50		41		9		50		82		18		100		63		37	
1	Under 3	17	41	3	33	20	40	12	29	1	11	13	26	29	35	4	22	33	33	17	27	16	43
2	3-10	16	39	4	44	20	40	15	37	5	56	20	40	31	39	9	50	40	40	29	46	11	30
3	11-20	4	10	0	0	4	8	7	17	1	11	8	16	11	14	1	6	12	12	8	13	4	11
4	21-40	3	7	1	11	4	8	5	12	1	11	6	12	8	10	2	11	10	10	7	11	3	8
5	41-50	0	0	1	11	1	2	1	2	0	0	1	2	1	1	1	6	2	2	0	0	2	5
6	51-60	0	0	0	0	0	0	1	2	0	0	1	2	1	1	0	0	1	1	1	2	0	0
7	Over 60	1	2	0	0	1	2	0	0	1	11	1	2	1	1	1	6	2	2	1	2	1	3
Median*		1.72		1.88		1.75		2.10		2.20		2.13		1.90		2.06		1.94		2.02		1.73	
IQR*		1.26		1.66		1.25		1.19		1.50		1.58		1.41		1.44		1.41		1.22		1.61	

*Scores are related to numbers under Column Heading "Item Responses".

#45 Table of Responses to Question #45 on the Survey Instrument.

Analysis of Data

Seventy-three percent of the total population travels less than ten miles one way to the campus where the majority of their courses are held. The Inactive Group tends to travel further to reach their campus than the Active Group. Thirty-four percent of the Inactive Group travels over eleven miles compared with twenty percent of the Active Group. The IQR scores were used as a basis for making this comparison.

#46 Marital Status - Family Responsibilities

Marital Status Family Responsibilities	Active						Inactive						Total Population						Sex			
	K		R		Total		K		R		Total		K		R		Total		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	41		9		50		41		9		50		82		18		100		63		37	
Single/Divorced No children	32	78	6	67	38	76	27	66	6	67	33	66	59	72	12	67	71	71	43	68	28	76
Married/0	3	7	0	0	3	6	6	15	0	0	6	12	9	11	0	0	9	9	4	6	5	14
Married/1	2	5	1	11	3	6	0	0	1	11	1	2	2	2	2	11	4	4	3	5	1	3
Married/2-3	2	5	0	0	2	4	4	10	1	11	5	10	6	7	1	6	7	7	5	8	2	5
Married/4 or more	1	2	0	0	1	2	0	0	0	0	0	0	1	1	0	0	1	1	1	2	0	0
Divorced/Single Parent 1 or more child	1	2	2	22	3	6	4	10	1	11	5	10	5	6	3	17	8	8	7	11	1	3

#46 Table of Responses to Question #46 on the Survey Instrument.

Analysis of Data

Seventy-one percent of the population surveyed was single. Eight percent were single parents with responsibility for one or more children, including one male and seven females in this category. As anticipated, added family responsibilities tended to decrease the activity level.

#47 Work Responsibilities

		Active						Inactive						Total Population						Sex			
		K		R		Total		K		R		Total		K		R		Total		Female		Male	
Item Responses	Employment Status	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		41		9		50		41		9		50		82		18		100		63		37	
1	Not employed	15	37	2	22	17	34	15	37	3	33	18	36	30	37	5	28	35	35	23	37	12	32
2	10 or less hours weekly	6	15	0	0	6	12	4	10	2	22	6	12	10	12	2	11	12	12	10	16	2	5
3	11-20 hours weekly	7	17	2	22	9	18	7	17	1	11	8	16	14	17	3	17	17	17	9	14	8	22
4	21-30 hours weekly	12	29	4	44	16	32	11	27	2	22	13	26	23	28	6	33	29	29	20	32	9	24
5	31-40 hours weekly	1	2	1	11	2	4	2	5	1	11	3	6	3	4	2	11	5	5	1	2	4	11
6	Over 40 hours weekly	0	0	0	0	0	0	2	5	0	0	2	4	2	2	0	0	2	2	0	0	2	5
Median*		2.42		3.63		2.72		2.79		2.25		2.69		2.61		3.17		2.71		2.40		3.06	
IQR*		2.55		1.56		2.61		2.74		2.63		2.72		2.64		2.68		2.66		2.57		2.87	

*Scores are related to numbers under Column Heading "Item Responses".

#47 Table of Responses to Question #47 on the Survey Instrument.

Analysis of Data

The responses to this item are bi-modal. There was thirty-five percent of the total population unemployed. Then note that about thirty-five percent of the students are employed over twenty hours per week. Fifty-three percent of the total students surveyed work more than 11 hours per week. The Median Score comparison indicated a significant difference in the work responsibilities of the Active Sub-Group between the Racine and Kenosha Campuses; 3.63 for the Racine Campus compared to 2.42 for the Kenosha Campus Active students. A higher percentage is working more hours; fifty-five percent compared with thirty-one percent working 21-40 hours weekly.

#48 Cost of Education - How Financed

	Active						Inactive						Total Population						Sex			
	K		R		Total		K		R		Total		K		R		Total		Female		Male	
Source of Income	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	41		9		50		41		9		50		82		18		100		63		37	
Parents	13	32	0	0	13	26	11	27	4	44	15	30	24	29	4	22	28	28	23	37	5	14
Self/Summer Employment	11	27	2	22	13	26	6	15	1	11	7	14	17	21	3	17	20	20	11	18	9	24
Self/Current Employment	15	37	6	67	21	42	20	49	1	11	21	42	35	43	7	39	42	42	24	39	18	49
Scholarship Grant-in-aid	9	22	5	56	14	28	9	22	2	22	11	22	18	22	7	39	25	25	14	23	11	30
Work Study Government Loan	9	22	2	22	11	22	3	7	0	0	3	6	12	15	2	11	14	14	10	16	4	11
Financial Institution Loan	2	5	1	11	3	6	4	10	1	11	5	10	6	7	2	11	8	8	5	8	3	8
Spouse's Job	3	7	0	0	3	6	5	12	0	0	5	10	8	10	0	0	8	8	8	13	0	0
Veteran's Benefits	2	5	1	11	3	6	3	7	2	22	5	10	5	10	3	33	8	8	1	2	7	19

#48 Table of Responses to Question #48 on the Survey Instrument.

% Multiple Responses Recorded for Question; each Source is given as percentage of whole survey.

Analysis of Data

Sixty-two percent of students indicated self as source of income, either through summer or current employment. A noticeably higher percentage of the Racine Active Students had received Scholarships or Grants-in-aid; fifty-six percent compared with twenty-two percent for each of the other three groups. The number of students receiving Veteran's Benefits, eight percent compares with about ten percent for the total G.T.I. District enrollment.

#49 High School Activity Participation

		Active						Inactive						Total Population						Sex			
		K		R		Total		K		R		Total		K		R		Total		Female		Male	
Item Responses	Level of Participation	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		41		9		50		41		9		50		82		18		100		63		37	
1	Non-participant	3	7	0	0	3	6	8	20	4	44	11	22	10	12	4	22	15	15	9	14	5	14
2	NP/desired involvement	5	12	3	33	8	16	5	12	1	11	6	12	10	12	4	22	14	14	8	13	6	16
3	Active/1	9	22	0	0	9	18	3	7	2	22	5	10	12	15	2	11	14	14	10	16	4	11
4	Active/2	6	15	2	22	8	16	7	17	2	22	9	18	13	16	4	22	17	17	10	16	7	19
5	Active/3	8	20	1	11	9	18	4	10	0	0	4	8	12	15	1	6	13	13	8	13	5	14
6	Active/4	3	7	0	0	3	6	4	10	0	0	4	8	7	9	0	0	7	7	5	8	2	5
7	Active/5 or more	7	17	3	33	10	20	10	24	0	0	11	22	18	22	3	17	20	20	13	21	8	22
Median*		4.08		4.25		4.13		4.21		2.00		3.78		4.15		3.00		3.94		3.90		4.00	
IQR*		2.72		4.50		3.00		4.40		2.31		4.23		3.51		2.75		3.55		3.49		3.67	
Mode		9		3		10		10		4		11		18		4		20		13		8	

*Scores are related to numbers under Column Heading "Item Responses".

#49 Table of Responses to Question #49 on the Survey Instrument.

Analysis of Data

The percentage of high school activity participation was higher than that for students now participating in activities on the G.T.I. campuses. Only twenty-two percent of the Active Students at G.T.I. did not participate in some form of activity while in high school. Thirty-four percent of the Inactive Students at G.T.I. were non-participators in high school. This drop in activity level of participation is undoubtedly related to the high percentage of students who work while attending school full time. Note that the mode number in all groups compared, except for the Active Group at Kenosha, comes from the Seventh Item Response, Active in five or more activities while in high school.

#49-A Types of Activity Participation in High School

Kenosha Active

	Frequency
Sports Activities	
Basketball	5
Tennis	4
Swim Team	3
Football	3
Baseball	3
Gymnastics	2
Sports	2
Intramurals	2
Letterman Club	2
Pep Club	2
Cheerleading	2
Ski Club	1
Track	1
Girls Track	1
Timer for Swim Meets	1
Pom-Pom Squad	1
Subject Area Clubs	
Forensics	3
Art Club	3
Math Club	2
Science Club	2
FHA	2
FMA	1
French Club	1
Spanish Club	1
Music Activities	
Choir	4
Band	3
Chorus	1
Music	1
Solo Ensemble	1
State Solo Ensemble	1
Color Guard	1
Interest Area Activities	
Drama Club	5
Stage Crew	2
Dance Committees (Homecoming, Prom)	2
Photography	1
Library Club	1
A-V Club	1
Clubs	1
Horse Club	1
FTA	1

#49-A Table of Responses to Question #49 on the Survey Instrument.

#49-A Types of Activity Participation in High School
(continued)

Kenosha Active

	Frequency
Publications	
School Newspaper	3
Yearbook	1
Community Service Clubs	
4-H	1
Key Club	1
Teens Against Disease	1
Other School Activities	
Student Government	4
Sub Debs	2
Sigma Jae	2
Tremper Teens	1
Honor Society	1
Junior Achievement	1
AFS	1
KCSNA	1
Student Advisory Board	1

#49-B Types of Activity Participation in High School

Kenosha Inactive

	Frequency
Sports Activities	
Cheerleading	7
Track	5
G.A.A.	5
Basketball	3
Volleyball	3
Football	2
Skiing	2
Wrestling	2
Sports	2
Tennis	1
Swimming	1
Girls Softball	1
Subject Area Clubs	
Art Club	2
French Club	2
Speech	1
Home Economics Club	1
Business Club	1
Music Activities	
Choir	5
Band	4
Color Guard	3
Interest Area Activities	
TV Workshop	1
Drama	1
C.C.D. instructor	1
Publications	
Yearbook	3
Community Service Clubs	
4-H Club	2
Other School Activities	
Student Council	8
Honor Society	2
Youth Council	1
Student Exchange	1

#49-B Table of Responses to Question #49 on the Survey Instrument

#49-C Types of Activity Participation in High School

Racine Active

	Frequency
Sports Activities	
Basketball	2
Baseball	2
Boy's Athletic Association	1
Track	1
Pep Club	1
Girls Basketball	1
Girls Baseball	1
Subject Area Clubs	
Latin Club	1
F.F.A.	1
Music Activities	
Percussion Ensemble	1
Jazz Band	1
Interest Area Activities	
Drama Club	1
Hostess Club	1
Publications	
School Yearbook	1
Community Service Clubs	
Girl Scouting	1
Church Youth Groups	1
Other School Activities	
Student Council	1

#49-C Table of Responses to Question #49 on the Survey Instrument.

#49-D Types of Activity Participation in High School

Racine Inactive

	Frequency
Sports Activities	
Gymnastics Club	1
Football Club	1
Wrestling Club	1
Interest Area Activities	
Photography Club	1
Astronomy Club	1
Tutored Business Law Students	1

#49-D Table of Responses to Question #49 on the Survey Instrument.

#50 High School Positions of Responsibility

	Active						Inactive						Total Population						Sex			
Positions	K		R		Total		K		R		Total		K		R		Total		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	41		9		50		41		9		50		82		18		100		63		37	
0	24	59	6	67	30	60	24	59	9	100	33	66	48	59	15	83	63	63	36	57	27	73
1	9	22	1	11	10	20	8	20	0	0	8	16	17	21	1	6	18	18	11	18	7	19
2	3	7	1	11	4	8	3	7	0	0	3	6	6	7	1	6	7	7	7	11	0	0
3	4	10	1	11	5	10	2	5	0	0	2	4	6	7	1	6	7	7	5	8	2	5
4	1	2	0	0	1	2	2	5	0	0	2	4	3	4	0	0	3	3	2	3	1	3
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	2	5	0	0	2	4	2	2	0	0	2	2	2	3	0	0
Mode	24		6		30		24		9		33		48		15		63		36		27	

#50 Table of Responses to Question #50 on the Survey Instrument.

Analysis of Data

Sixty-three percent of the students surveyed, both Active and Inactive, were students with no positions of responsibility during high school. Add to this the students with only one responsible position (eighteen percent); the staggering statistic of eighty-one percent indicates that an overwhelming number of students lack the background or experience for assuming leadership responsiblities in activities. By campus, only eighteen percent of the Racine Composite Group reported any leadership positions while in high school Forty-one percent of the Kenosha Composite Group reported any leadership positions while in high school. By Sex, a greater percentage of Females were in positions of leadership while in high school; forty-three percent for the Females compared with twenty-seven percent for the Males. It should be noted that the Mode Number appears in the 0 Position of Responsibility in all eleven sub-groups identified.

#50-A Positions of Responsibility
Kenosha Active

Elected N=19	Frequency	Selected or Volunteered N=10	Frequency
Class President	1	Editor, Yearbook	1
President, FTA	1	Chairman, Homecoming Committee	1
President, FMA	1		
Cheerleader	1	Committee Chairperson, Concession Sales	1
Captain, Color Guard	1		
Captain, Sophomore Football Team	1	Head of Stage Crew	1
Vice-President, Varsity Club	1	Business Manager, Newspaper	1
Vice-President, Key Club	1		
Class Treasurer	1	Assistant Editor, School Newspaper	1
Treasurer, Key Club	1		
Treasurer, Choir	1	Manager, Sophomore Baseball Team	1
Secretary, FHA	2		
Secretary, Art Club	2	Senior Advisor, Student Government	1
Secretary, FMA	1		
Secretary, Advisory Board	1	Public Relations Chairman, FMA	1
Secretary, Sigma Jae	1		
Homeroom Representative, Student Government	1	Representative, Teens Against Disease	1

#50-A Table of Responses to Question #50 on the Survey Instrument.

#50-B Positions of Responsibility
Kenosha Inactive

Elected N=17	Frequency	Selected or Volunteered N=10	Frequency
President, Student Government	1	Editor, School Newspaper	1
President, Pep Club	1		
President, Ski Club	1	Representative, Badger Girls State	1
President, 4-H Club	2		
Captain, Cheerleaders	3	Co-chairperson, Costume Committee	1
Sergeant, Color Guard	1		
Captain, Volleyball	1	Art Editor, Magazine	1
Vice President, Student Council	1	Linesman	1
Treasurer, Student Council	1	Student Council Committees	3
Treasurer, 4-H Club	1	National Honor Society	1
Secretary, Student Government	1	Gymnastics Club	1
Secretary, G.A.A.	1		
Secretary, Cheerleaders	1		
Class Officer	1		

#50-B Table of Responses to Question #50 on the Survey Instrument.

#50-C Positions of Responsibility
Racine Active

Elected N=5	Frequency
President, F.F.A.	1
President, Latin Club	1
Captain, Baseball Team	1
Treasurer, Boy's Athletic Association	1
Homeroom Representative, Student Government	1

#50-C Table of Responses to Question #50 on the Survey Instrument.

Positions of Responsibility
Racine Inactive

None

Analysis of Data

There were few internal differences in the positions of resporsibility reported by Active and Inactive Sub-Groups on the Kenosha Campus. All recorded positions of responsibility on the Racine Campus were held as elected positions by three of the Active Sub-Group from a total surveyed population of eighteen students.

#51 High School Total Enrollment

		Active						Inactive						Total Population						Sex			
		K		R		Total		K		R		Total		K		R		Total		Female		Male	
Item Responses	Number of Students Enrolled	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
		41		9		50		41		9		50		82		18		100		63		37	
1	Under 100	1	2	1	11	2	4	2	5	1	11	3	6	3	4	2	11	5	5	5	8	0	0
2	100-250	4	10	1	11	5	10	7	17	0	0	7	14	11	13	1	6	12	12	10	16	2	5
3	250-500	7	17	1	11	8	16	5	13	1	11	6	12	12	15	2	11	14	14	7	11	7	19
4	500-750	9	22	1	11	10	20	6	15	1	11	7	14	15	18	2	11	17	17	10	16	7	19
5	750-1000	7	17	1	11	8	16	7	17	2	22	9	18	14	17	3	17	17	17	7	11	10	27
6	1000-1500	2	5	3	33	5	10	5	12	2	22	7	14	7	9	5	28	12	12	10	16	2	5
7	Over 1500	11	27	1	11	12	24	8	20	2	22	10	20	19	23	3	17	22	22	14	28	8	22
Median*		4.44		5.00		4.50		4.42		5.25		4.61		4.43		5.17		4.56		4.40		4.70	
IQR*		3.32		3.33		3.21		3.41		2.63		3.33		3.33		2.95		3.24		3.76		2.50	

*Scores are related to numbers under Column Heading "Item Responses".

#51 Table of Responses to Question #51 on the Survey Instrument.

Analysis of Data

Fifty-one percent of the students surveyed were from high schools of 750 or larger enrollments. Less than twenty percent of the students were from high schools of 250 or less enrollments. A Median Score Comparison between the Composite populations surveyed on the Kenosha and Racine Campuses indicates that the Racine Campus Group graduated from high schools with somewhat higher total enrollments than the Kenosha Campus Group, 5.17 compared with 4.43.

#52 Physical Disabilities (No table presented due to lack of comparative statistics)

This item recorded information about physical disabilities which might limit the students' participation in activities. Only one active male on the Kenosha Campus indicated any afflictions which might hinder participation out of the total one hundred students surveyed.

#53 Grade Point Averages

	ACTIVE							INACTIVE						
	Racine			Kenosha				Racine			Kenosha			
	Females N-4	Males N-5	Comp. N-9	Females N-25	Males N-16	Comp. N-41	Study Comp. N-50	Females N-4	Males N-5	Comp. N-9	Females N-30	Males N-11	Comp. N-41	Study Comp. N-50
$\bar{X}$	3.22	2.92	3.05	3.23	2.87	3.09	3.08	3.00	3.17	3.10	3.08	2.88	3.02	3.04
S.D.	.57	.43	.49	.37	.58	.49	.49	.66	.55	.57	.60	.48	.57	.57

	Females N-63	Males N-37
$\bar{X}$	3.14	2.92
S.D.	.51	.52

#53 Table of Responses to Question #53 on the Survey Instrument.

Analysis of Data

Utilizing a Two-Factor Analysis of Variance which included the four groups, Active and Inactive on both the Racine and Kenosha Campuses and the Male and Female Groups the following information was revealed:

1. There is no significant difference in the Grade Point Averages among the four Active-Inactive Groups at the .05 level of variance.
2. There is no significant difference in the Grade Point Averages between the Male and Female Groups at the .05 level of variance.

There is no statistical significance. However, the Active Group was slightly higher than the Inactive Group with a Mean Score of 3.08 compared to 3.04. The Female responders were somewhat higher than the Males with a Mean Score of 3.14 compared with 2.92. By Campus, the Racine Active Females were somewhat higher than the Inactive Females, with a Mean Score of 3.22 compared with 3.00. The Racine Inactive Males were surprisingly higher when compared with the Active Males with a Mean Score of 3.17 to 2.92. On the Kenosha Campus, the Active Females were slightly higher than the Inactive Females with a Mean Score of 3.23 compared with 3.08. There was 0.01 difference in the Mean Scores of the Male Active compared with the Male Inactive.

#54 Suggestions for Improving Quality or Scope of Extracurricular Activities

	Active						Inactive						Total Population						Sex			
	K		R		Total		K		R		Total		K		R		Total		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Suggestions	41		9		50		41		9		50		82		18		100		63		37	
Response	25	61	7	78	32	64	17	41	3	33	20	40	42	51	10	56	52	52	30	48	22	59
No Response	16	39	2	22	18	36	24	59	6	67	32	64	40	49	8	44	48	48	33	52	15	41

#54 Table of Responses to Question #53 on the Survey Instrument.

Analysis of Data

The Active Students responded more frequently with comments on this question on both campuses. Sixty-four percent of the Active students offered comments compared to forty percent of the Inactive Students. It was surprising to see slightly more comments from the Male Group than the Female Group; fifty-nine percent of the males responded compared to forty-eight percent of the females in the survey.

COMMENTS BY ACTIVE STUDENTS - KENOSHA CAMPUS

1. "If we could, somehow, get more people involved because of family and friends outside of school people come to school and leave. That's it. They don't build any real bonds or commitment to the school."

2. "Instead of just posters for producing athletic participation, mention of activities should be mentioned in all classes."

3. "Some method of putting more emphasis on activities and the need for more participants so student's want to get involved. Students must know how fun these things are and, in addition, educationally beneficial."

4. "More enthusiasm among students and faculty."

5. "Give more money for activities (DSAB). They do not have enough money to work with for planning events for all three campuses. We have the smallest budget in the STATE if not the Nation!!"

6. "I feel there should be a little more commercial effort given, advertising, etc. This is because most people on campus are not aware of the existence of many organizations and what they involve and what benefits can be gained. I know I am ignorant in this area."

7. "Much more publicity informing students about activities and trying more family oriented programs."

8. "Good film series."

9. "You need to interest more people, perhaps on a one to one basis, in some way to get those who are too shy to join a club. Keep after them."

10. "Get more student involvement in sport activities or drop the whole program and use the money for school clubs such as OEA, DECA, FDP, etc."

11. "Let students know at registration to become aware of the various clubs and activities around the school."

12. "Make survey shorter."

13. "There is a need for more initiation dances or get-togethers in order to get everyone involved."

14. "Better bands for dances and better publicity for events."

15. "I feel that Student Government should get an advisor concerned with all students instead of only those within the SGA Office alone. This may help."

16. "I think the quality is there; but somehow the students must be motivated, and become involved."

17. "Have booths set up at the beginning of the year explaining each of the clubs by past members. It is done on the college campus and works out very effectively."

ACTIVE - KENOSHA continued

18. "Lift some of the restrictions on money-raising projects; i.e., no flower sales, etc.; more meetings instead of once a month; club co-ops on activities - can get more ideas and money."

19. " I feel that GTI offers many fine quality extracurricular activities for its students. The problem is just to get the students involved."

20. "Better publication of activities and more announcements over the PA during the day to notify students of them. More and better announcements of sporting events."

21. "Broaden the choice of activities; have more information and literature about them to give to those wanting to know more of them."

22. "I have no suggestions; I know there is a definite problem, but to solve the problem, I really don't know what should be done that would work."

23. "Student assemblies should be conducted, as in other colleges and high schools. There is no togetherness here, only individualism. Pep rallies, honors given to students and other activities should be presented to the school, not forgotten."

24. "GTI should have activities that appeal to everyone's needs and that will benefit each person to the best of his ability that will help that person gain some new experience or knowledge. Also, advisors should have an interest in activities that they advise and I feel it should be in the area that that instructor should be familiar with or teaches."

25. "More involvement of students."

COMMENTS BY INACTIVE STUDENTS - KENOSHA CAMPUS

1. "I believe one of the reasons there is a lack of involvement at GTI is because of the outside commitments and responsibilities of students; some are part-time, with a full-time job and family, and also the work load of the students enrolled in a two-year program is hard and a lot of work outside the classroom. Nevertheless, the main problem is apathetic student body who are too busy or too lazy to take the time for these activities, the latter being the main problem."

2. "It appears either you become totally involved or not involved at all. The club I was in had those few who ran the show and the others had no say. The officers get the credit and the members did the 'dirty' work. Maybe each person should have the chance at the top positions each semester to keep everyone involved and not just in charge."

3. "People need to open up. There are too many clicks. They need to get the different majors together."

4. "Doing a fine job."

5. "I am here at school in order to get a degree and make something out of my life so I will be able to support myself in the future and hopefully live a comfortable life. I have no time for activities unless it is a field trip that will be beneficial or a picnic provided by our club which doesn't happen."

6. "Follow it through only for a learning experience for the first time, so those who have never been involved or have no knowledge of what's going on can learn and have some idea of what has to be done."

7. "I'm divorced with one child at home and I live in Illinois so I really am not involved with any extracurricular activities with school."

8. "Extracurricular activities should first be concerned with improving the student's program skills and then community service and so forth."

9. "I feel that extracurricular activities are very difficult on a campus where the majority of students commute or do not live on campus. The only way to increase the scope of these activities, I feel, would be to incorporate them into classes rather than offering separate activities."

10. "Nature hikes, etc., outside activities; beer, beer, beer, that's all I hear. What about free soda!"

11. "A little more interaction with the administration. They are difficult to communicate to with problems and SGA is effective because it is our only means of communicating and even then - the administration doesn't even hear us."

12. "It's difficult I found from personal experience -- I founded the present school newspaper and was constantly confronted with apathy. The range of

INACTIVE - KENOSHA continued

students and the fact they work, have families and live here in the city discourages campus activity cooperation. It's not at all the type of situation that exists at a University for instance, where students live in dorms, are younger than average students here."

13. "I'm not really involved because I feel at this point of my education, my grades come first."

14. "Let the activities be more known to the students. I will though say that if I did live closer I would be in more activities. Also, activities should be something a student is proud to be in. It doesn't seem that way here."

15. "There's a lot to put, but only time shall tell how well this place is, by job placement, on the community, and the kids."

16. "I feel that more sports should be offered and more people attend the games."

17. "Clubs - The clubs now are all the same people and if you aren't really with those people the club is a DUD! Athletic - More announcements on the sports; make playing area AVAILABLE; you can't play tennis in the spring cause they lock up the gates that we pay to have open to the student body."

COMMENTS BY ACTIVE STUDENTS - RACINE CAMPUS

1. "More publicity for students, don't seem to know a lot about what's going on. Involved in V.P. Host, Student Newspaper, T.A. work, etc."

2. "Better communications of activities; more student involvement."

3. "S.G.A. should provide $50 for each club that has less than $100 in their treasury. S.G.A. should be disbanded. Most of ineffective and prejudiced activities should be updated to include part-time and older students."

4. "More student involvement."

5. "Select or find good leadership personnel to organize activities."

6. "I think the extracurricular activities should be geared up to attract the participation of the older students. Teachers could show more enthusiasm instead of "putting up" with clubs."

7. "Students should have more say in the choosing of the activities and in the planning involved. Perhaps a committee of some sort."

COMMENTS BY INACTIVE STUDENTS - RACINE CAMPUS

1. "More advanced notice on extracurricular activities."

2. "They should have gymnastics on the Racine Campus instead of only having it on the Kenosha Campus. Kenosha has more to offer than the Racine Campus."

3. "I just don't have the time for extracurricular activities. My age, having a part-time job, family, and school makes it hard to get involved. To me, it would be better to discontinue these activities and cut down the activity fees we have to pay."

Table #54-A

Student Comments Summary

Kenosha Active

Frequency	
7	More student motivation and involvement needed
5	Better publicity of events
3	More emphasis on benefits derived from involvement
2	Inform students at registration about clubs
2	Broaden choice of activities
2	High quality of activities already available
1	More enthusiasm of students and faculty
1	Use P.A. to advertise events
1	More family oriented programs
1	Good film series
1	Better bands for dances
1	Concern of Student Government Advisor for all students
1	Reduced restrictions on money-raising projects
1	Brochure with information about clubs
1	More money for activities
1	Student assemblies; pep rallies
1	Honors won by students publicly presented to school
1	Improved interest of advisors in activities sponsored
1	Joint club sponsorship of major activities

Kenosha Inactive

Reasons for lack of involvement

1. Outside commitments; job, family responsibilities
2. Work load of two year programs is demanding
3. Apathetic, lazy students
4. Clubs run by officers who get credit while members do work
5. Too many clicks
6. Travel distance to campus reduces participation
7. Older age of many students
8. Commuter-based student body
9. Individual commitment to grades
10. Lack of advance publicity, both clubs and athletic events

Kenosha Inactive

Suggestions for improvement

1. Get different majors involved together
2. Change officers each semester to spread leadership over more students
3. Field trips related to class-club activities
4. Adequate assistance from advisors for students who lack experience in leadership positions to promote participation
5. Increased integration of activities into classroom activities
6. Free soda, not just beer at activities
7. More outdoor activities, such as nature hikes
8. More inter-action with administration
9. Improve caliber of activities so student can be proud of participation in a given club or activity
10. Improved publicity utilizing multi-media approach; posters, public address announcements, newspapers, oral communication among students and faculty
11. Make playing areas for sports participation available to students so benefits are available from activity fees; i,e., tennis courts with locked gates

Racine Active

Frequency	
3	More student involvement
2	More publicity and communication of activities
2	Update activities to appeal to interests of part-time and older students
1	Select persons with leadership abilities to organize activities
1	More student input into choice of activities provided
1	More enthusiasm should be generated by teachers for club activities

Racine Inactive

1. More advanced notice of activities
2. Make gymnastics available on the Racine Campus; Racine Campus has less to offer in activities than the Kenosha Campus
3. No time available for participation; job, family and school studies have priority. Student suggests discontinuing activities and reducing activities fees assessed

Discussion of Results by Objectives

According to the results obtained from a Two-Factor Analysis of Variance which included the Active-Inactive Sub-Groups by campus and the total Male-Female Sub-Group, it was necessary to reject the hypothesis: Students who participate in extracurricular activities maintain a somewhat higher Grade Point Average than do those students who are Inactive in extracurricular activities. There was no significant difference in the Grade Point Average among the four Active-Inactive Sub-Groups or between the Male-Female Group at the .05 level of variance. Though there was no statistical significance, the Mean Score of the Active Group was slightly higher than that of the Inactive Group, 3.08 compared with 3.04. Female responders were higher than the Males with a Mean Score of 3.14 compared with 2.92.

When the Standard Error of Difference Between Means was computed for each of the three Active-Inactive Groups as a method of statistical analysis for the hypothesis: The Mean Score of Active Students who complete a Likert-Type Opinionnaire will be somewhat higher than that of Inactive Students who complete the same Opinionnaire, at the one percent level of significance these findings were observed:

1. There was a significant difference in the Mean Score of Active and Inactive Students in the total surveyed population. (At the one percent level, the ratio of error/difference of mean must be less than 2.58. The Standard Error of Difference for this comparison was calculated at 4.474.)

2. There was no significant difference in the Mean Score of Active and Inactive Students surveyed on the Kenosha Campus. (Standard Error of

Difference was calculated for this comparison at 6.525.)

3. There was no significant difference in the Mean Score of Active and Inactive Students surveyed on the Racine Campus.(Standard Error of Difference was calculated at 2.092 for this comparison.)

These findings lead one to observe that the larger Standard Error of Difference between the Means of Active-Inactive Students on the Kenosha Campus, where there were larger numbers in the groups, was directly related to the significant difference observed for the total Active-Inactive Groups Mean Score Response.

Attitudinal assessments can be summarized from the analysis of data gathered through completion of the forty-two item Likert-Type Opinionnaire of Extracurricular Activities as follows:

1. The total surveyed population indicated approval of more opportunity for girls to participate in interscholastic sports events. (See Tables 4-7)

2. Attitudes toward campus activities can be viewed in the following manner:

a. The surveyed population believed that there is little student interest in activities on the campuses and they did not think that the attitude of students could be characterized as enthusiastic. (See Table 5-3,28)

b. A small group of students control the activities on the campuses surveyed. (See Table 5-2)

c. Methods used to finance student activities are believed to be educationally justifiable. (See Table 5-26)

d. Students should voluntarily participate in activities. (See Table 5-34)

e. Students, rather than faculty, should assume major responsibility for an activities' success or failure. (See Table 5-36)

f. Activities of clubs and organizations should be of value to students after leaving school. (See Table 5-39)

g. The idea that classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations was viewed more positively by Active than Inactive students. (See Table 5-41)

3. Attitudes toward advisors and sponsors were reported in this way:

a. Active students believed more strongly that teachers should have professional educational preparation in leadership methods in order to qualify as advisor for a club or organization. (See Table 6-14)

b. Inactive students were willing to let people other than teachers serve as activity advisors. (See Table 6-15)

c. Active students were more in favor of compensation above contract salary for club advisors. (See Table 6-16)

d. Active and male students believed that advisors should play a more active role in student organizations. (See Table 6-17)

e. All students tended to agree that advisors for various clubs and organizations should be selected by the students who participate in those groups. (See Table 6-22)

f. All measures of statistical evidence recorded on Table 6 showed that the Racine Active Sub-Group was in disagreement with the basic ideas established by other Sub-Groups in the survey.

4. Students responded to attitudes toward the effect of outside forces in school activities thusly:

a. Competition from nonschool activities tended to reduce participation in extracurricular activities on campus. (See Table 7-4)

b. Active students believed more strongly that contests sponsored by groups outside the school are educationally worthwhile. (See Table 7-8)

c. Both Active and Inactive students were in agreement that community leaders could make a positive contribution through service on an activity council. (See Table 7-21)

d. Citizens in the community often showed interest in and were willing to support activities sponsored by campus groups and organizations. (See Table 7-18)

e. Students did not believe that activities were frequently centered around community service projects. (See Table 7-35)

5. These attitudes toward administration and faculty were evident:

a. Inactive students were more strongly convinced that administrative support encourages activity offerings by clubs. (See Table 8-5)

b. Students disagreed with the idea that teachers should be allowed to require that classes participate in contests. (See Table 8-11)

c. Both Active and Inactive students believed that the director of student activities is an effective position and is necessary for coordinating activities on the G.T.I. campuses. (See Table 8-20)

d. Faculty members should not be blamed for the success or failure of an activity. (See Table 8-36)

6. Attitudes concerning the importance of activity participation in developing leadership skills were reflected in the high degree of positive response given by both Active and Inactive students to these statements:

a. Activities of clubs and organizations should be of value to students after leaving school. (See Table 4-39)

b. Classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations. (See Table 4-41)

Further concern for the importance of activities in developing leadership skills were evident in these comments from students:

c. "Student assemblies should be conducted, as in other colleges and high schools. There is no togetherness here, only individualism. Pep rallies, honors given to students and other activities should be presented to the school, not forgotten." (See page 61-23)

d. "G.T.I. should have activities that appeal to everyone's needs and that will help that person gain some new experience or knowledge ...." (See page 61-24)

e. "...Maybe each person should have the chance at the top positions each semester to keep everyone involved and not just in charge." (See page 62-2)

f. "Follow it through only for a learning experience for the first time, so those who have never been involved or have no knowledge of what's going on can learn and have some idea of what has to be done." (See page 62-6)

g. "Select or find good leadership personnel to organize activities." (See page 64-5)

Direct answers and some implied inferences to the remaining objective questions were collected through the informational data which was completed by each survey respondent in order to develop the student profile which could then be combined with other individual responses in Sub-Groups which were identified.

Responses to these questions posed as objectives are given below:

1. Certain differences between males and females were identifiable in determining their active involvement in extracurricular activities. The total population was composed of ninety-six males (thirty-eight percent) and one hundred and fifty-five females (sixty-two percent). (See Table 2) The surveyed population showed a distribution of thirty-seven percent males and sixty-three percent females. (See Table 53) Further differences were seen when the totals by campus were compared. On the Racine Campus, the distribution of males and females was constant in the Active-Inactive Sub-Groups at forty-four percent female and fifty-five percent male. However, on the Kenosha Campus, the percentage of males was higher in the Active Sub-Group; sixteen males (thirty-nine percent and twenty-five females (sixty-one percent). The Inactive Sub-Group was composed of eleven males (twenty-seven percent) and thirty females (seventy-three percent).

2. Age was not a significant factor in identifying Active versus Inactive students. Forty-eight percent of both the Active and Inactive students were within the twenty to twenty-three year old age group. There

was a wider spread of age in the Racine Inactive compared to the Kenosha Inactive Sub-Group.

3. Increased commuting distance tended to diminish activity participation in the surveyed population. The Inactive Group traveled further to reach their campus than the Active Group. Thirty-four percent of the Inactive Group traveled over eleven miles compared with twenty percent of the Active Group.

4. Marital status and family responsibilities were somewhat significant in determining activity participation. Seventy-one percent of the total population surveyed was single; seventy-six percent of the Active and sixty-six percent of the Inactive Group. Added family responsibilities tended to decrease the activity level. Eight percent of the surveyed population were single parents with responsibility for one or more children, including one male and seven females. Of these eight single parents, five were Inactive and three were Active. In the married with no children through married with two to three children response categories, sixteen percent of the surveyed population was Active while twenty-four percent was Inactive.

5. Combined work responsibilities and full-time school enrollment seemed not to be significant in determining differences in activity participation. However, there were several internal factors revealed within this area of consideration which were important. Thirty-five percent of the total population was unemployed. About thirty-five percent were employed over twenty hours per week. Fifty-three percent of the total surveyed students worked more than eleven hours per week. There was a significant difference in the work responsibilities of the two campus comparison of the Active Students. A higher percentage of the Racine

Active Sub-Group was working more hours; fifty-five percent compared with thirty-one percent of the Kenosha Active Sub-Group was working twenty-one to forty hours weekly.

6. The major sources of finances for educational purposes of Active and Inactive Students on a multiple response question were as follows:

	Active	Inactive
Parents	26%	30%
Self/Summer	26	14
Self/Current	42	42
Scholarship/Grant-in-aid	28	22
Work Study/Government Loan	22	6
Financial Institution Loan	6	10
Spouse's Job	6	10
Veterans' Benefits	6	10

7. There seems to be a relationship between activity participation in high school and later participation in activities at a post-secondary institution. The percentage of high school activity participation was higher than that for students now participating in activities on the G.T.I. campuses. Twenty-two percent of the Active Students at G.T.I. did not participate in some form of activity while in high school while thirty-four percent of the Inactive Students were non-participators in high school.

8. Leadership skills developed in high school appeared to be an important factor in determining the competencies of students for accepting positions of leadership while attending a post-secondary institution. Sixty-three percent of the students surveyed had held no positions of responsibility during high school. When this statistic was added to the number of students reporting only one responsible position, (eighteen percent), then eighty-one percent of the surveyed students appeared to

lack the background or experience for assuming leadership responsibilities in activities. Only eighteen percent of the Racine Composite Group reported any leadership positions while in high school. Forty-one percent of the Kenosha Composite Group reported leadership positions in high school. By Sex, a greater percentage of Females were in positions of leadership while in high school; forty-three percent compared with twenty-seven percent for the Males.

9. The size of high school attended seemed to have a relationship with the participation of students in activities at a post-secondary institution. A Median Score Comparison between the composite populations surveyed on the Kenosha and Racine campuses indicated that the Racine Campus Group graduated from high schools with somewhat higher total enrollments than the Kenosha Campus Group.

10. Permanent physical disabilities did not limit activity participation in extracurricular activities. Only one active male student on the Kenosha Campus indicated any afflictions which might hinder participation in extracurricular activities of the total surveyed population.

11. The comments offered by students concerning improvement in the quality or scope of extracurricular activities related in the following manner to a criteria list of essential characteristics for the organization of a student activities program. (See Chapter II, pages eleven and twelve and Chapter IV, pages sixty through sixty-four)

Showing Student Comments for Improvement
in Quality or Scope of Extracurricular Activities
as Related to a Criteria List of Essential Characteristics
for Organization of a Student Activities Program

N=51*

N-8	1. Well defined, written objectives for activity and total program	K-A 18, K-A 23, K-I 5, K-I 8, K-I 9, K-I 13, K-1 14, K-1 15
N-2	2. Qualified advisor	K-A 15, K-A 24
N-3	3. Role description for advisor/ inservice program for competencies improvement	K-A 24, R-A 6, R-A 7
N-4	4. Role descriptions for student officers inservice program	K-A 2, K-I 6, R-A 5, R-A 7
N-5	5. Well planned organizational meetings	K-A 6, K-A 9, K-A 16, K-I 1, R-A 4
N-10	6. Students should be informed of total program at beginning of year	K-A 2, K-A 3, K-A 11, K-A 17, K-A 19, K-A 21, K-I 14, R-A 1, R-A 2, R-I 1
N-1	7. Director of student activities is important student/teacher advisory council recommended	K-1 11
N-17	8. Periodical evaluation of program to identify areas needing improvement	K-A 7, K-A 8, K-A 10, K-A 13, K-A 14, K-A 20, K-A 22, K-A 25, K-I 3, K-I 10, K-I 12, K-I 16, K-I 17, R-A 3, R-A 6, R-I 2, R-I 3
N-1	9. End-of-the-year report required and distributed to appropriate parties	K-I 11

*Responding population

There was an extremely high level of need perceived by students who responded from all four Active-Inactive Sub-Groups to criteria number eight: A periodical evaluation of program should be done to identify areas needing improvement.

Criteria number six was of prime importance to twenty percent of the students who offered comments: Students should be informed of the total program at the beginning of the year.

Students also discussed factors relating to criteria number one: Well defined written objectives are important for both individual activities and the total program.

Summary and Conclusions

Summary

These statements are presented to summarize the major findings of this study as related to the basic hypotheses and identified objectives which relate to two areas of assessment including determining student attitudes toward extracurricular activities and gathering informational data which identified factors affecting participation in extracurricular activities.

1. The hypothesis: Students who participate in extracurricular activities maintain a somewhat higher Grade Point Average than do those students who are Inactive in extracurricular activities was rejected when a Two-Factor Analysis of Variance revealed that there was no significant difference in the Grade Point Average among the four Active-Inactive Sub-Groups or between the Male-Female Group at the .05 level

of variance.

2. Two of three Active-Inactive Sub-Groups supported the hypothesis: The Mean Score of Active Students who complete a Likert-Type Opinionnaire will be somewhat higher than that of Inactive Students who complete the same Opinionnaire. At the one percent level of significance there was a significant difference in the Mean Score of Active and Inactive students in the total surveyed population and on the Kenosha Campus when the Standard Error of Difference Between Means was computed. There was no significant difference in the Mean Score of Active and Inactive Students surveyed on the Racine Campus.

3. The total surveyed population indicated approval of more opportunity for girls to participate in interscholastic sports events.

4. The surveyed population believed that there is little student interest in activities on the campuses and they did not think that the attitude of students could be characterized as enthusiastic.

5. A small group of students controlled the activities on the campuses surveyed.

6. Methods used to finance student activities are believed to be educationally justifiable.

7. Students should voluntarily participate in activities.

8. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

9. Activities of clubs and organizations should be of value to students after leaving school.

10. Active students rated more positively than Inactive students the idea that classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations.

11. Active students believed more strongly that teachers should have professional educational preparation in leadership methods in order to qualify as advisor for a club or organization.

12. Inactive students were willing to let people other than teachers serve as activity advisors.

13. Active students were more in favor of compensation above contract salary for club advisors.

14. Active and male students believed that advisors should play a more active role in student organizations.

15. All students tended to agree that advisors for various clubs and organizations should be selected by the students who participate in those groups.

16. Competition from nonschool activities tended to reduce participation in extracurricular activities on campus.

17. Active students believed more strongly that contests sponsored by groups outside the school are educationally worthwhile.

18. Both Active and Inactive students were in agreement that community leaders could make a positive contribution through service on an activity council.

19. Responders believed that citizens in the community often showed interest in and were willing to support activities sponsored by campus groups and organizations.

20. Students did not believe that activities were frequently centered around community service projects.

21. Inactive students were more strongly convinced that administrative support encourages activity offerings of clubs.

22. Students rejected the idea that teachers should be allowed to require that classes participate in contests.

23. Both Active and Inactive students believed that the director of student activities is an effective position and is necessary for coordinating activities on the G.T.I. campuses.

24. Faculty members should not be blamed for the success or failure of an activity.

25. Five student comments were cited which supported the importance of activity participation in developing leadership skills.

26. Certain differences between males and females were identifiable in determining their active involvement in extracurricular activities.

27. Age was not a significant factor in identifying Active versus Inactive students; forty-eight percent of both the Active and Inactive students were within the twenty to twenty-three year old age groups.

28. Increased commuting distance tended to diminish activity participation in the surveyed population.

29. Marital status and family responsibilities were somewhat significant in determining activity participation. Added family responsibilities tended to decrease the activity level.

30. Combined work responsibilities and full-time school enrollment

seemed not to be significant in determining differences in activity participation.

31. The major sources of finance for educational purposes of Active and Inactive Students, in order of importance, included self through current employment, (forty-two percent of the surveyed population indicated this source), parents, self through summer employment, scholarship or grant-in-aid and work study/government loan.

32. There seemed to be a relationship between activity participation in high school and later participation in activities at a postsecondary institution; twenty-two percent of the Active Students at G.T.I. did not participate in some form of activity while in high school while thirty-four percent of the Inactive Students were nonparticipators in high school.

33. Leadership skills developed in high school appeared to be an important factor in determining the competencies of students for accepting positions of leadership while attending a postsecondary institution; sixty-three percent of the students surveyed had held no positions of responsibility during high school.

34. The size of high school attended seemed to have a relationship with the participation of students in activities at a postsecondary institution.

35. Permanent physical disabilities did not limit activity participation in extracurricular activities by the surveyed population.

36. Comments offered by students concerning improvement in the quality or scope of extracurricular activities related significantly to

three of nine statements in a criteria list of essential characteristics for the organization of a student activities program, namely: 1) A periodical evaluation of program should be done to identify areas needing improvement (thirty-three percent identified this area). 2) Students should be informed of the total program at the beginning of the year (twenty percent were found in this area). 3) Well defined written objectives are important for both individual activities and the total program (sixteen percent were registered here).

37. These reasons for lack of student involvement in extracurricular activities were identified by student comments: 1) Outside commitments, job and family responsibilities, 2) Work load of two-year programs is demanding, 3) Apathetic, lazy students, 4) Clubs run by officers who get credit while members do work, 5) Too many cliques, 6) Travel distance to campus reduces participation, 7) Older age of many students, 8) Commuter-based student body, 9) Individual commitment to grades, 10) Lack of advance publicity, both clubs and athletic events, 11) Teachers sometimes lack enthusiasm for club activities, 12) Students lack leadership abilities and experience in organizing activities.

38. Students offered these suggestions for improvement of self-perceived problems in the extracurricular activities program at Gateway Technical Institute: 1) Get different majors involved together. 2) Inform students at registration about clubs. 3) Place more emphasis on benefits derived from involvement. 4) Provide adequate assistance from advisors for students who lack experience in leadership positions to promote participation. 5) Improve interest shown by advisors in activities sponsored. 6) Develop more interaction with administration.

7) Change officers of clubs each semester to spread leadership over more students. 8) Increase integration of activities into classroom activities. 9) Plan field trips related to class-club activities. 10) Improve the caliber of activities so students can be proud of participation in a given club or activity. 11) Improve publicity utilizing multi-media approach, posters, public address announcements, newspapers, oral communication among students and faculty. 12) Have honors won by students publicly presented to school. 13) Update activities to appeal to interests of part-time and older students. 14) Provide more family oriented programs. 15) Make playing areas for sports participation available to students so benefits are available from activity fees. 16) Plan more outdoor activities such as nature hikes. 17) Have joint club sponsorship of major activities. 18) Provide free soda as well as beer at activities.

Conclusions

1. Rejection of the hypothesis: Students who participate in extracurricular activities maintain a somewhat higher Grade Point Average than do those students who are Inactive in extracurricular activities supports the observation offered by Bent concerning academic ability and extracurricular activities, namely "...relationships between participation in activities and scholarship or ability are not high enough to predict one from the other ..." (8:ix)

2. Acceptance of the hypothesis: The Mean Score of Active Students who complete a Likert-Type Opinionnaire will be somewhat higher than that of Inactive Students who complete the same Opinionnaire is made

with the following reservations; when internal Sub-Groups of a survey population differ greatly in size, the results of a test for the Standard Error of Difference Between Means for the larger Sub-Group will directly affect the outcome of the same test when applied to scores of the paired groupings of the total surveyed population if the two Sub-Groups differ in their concensus of agreement concerning the proposed hypothesis.

3. There was positive agreement between Active and Inactive Groups on these statements of attitude assessment from the Opinionnaire: two, four, seven, eighteen, twenty, twenty-one, twenty-two, twenty-six, twenty-eight, thirty-four, thirty-six, thirty-nine and forty-one.

4. Active students reacted more favorably than Inactive Students to these statements: three, eight, fourteen, sixteen and seventeen.

5. Inactive students rated these statements higher than Active students: five and fifteen.

6. Student disagreement with the negative scoring was in evidence on items eighteen and thirty-five.

7. Age, combined work responsibilities with full-time school enrollment and permanent physical disabilities, were not significant in determining differences in activity participation.

8. Increased commuting distance, marital status and family responsibilities, activity participation in high school, positions of leadership in high school and size of high school attended all were found to affect the differences recorded between Active and Inactive Students in extracurricular activity participation.

9. There were a number of identifiable differences between the Kenosha and Racine campus populations, including: 1) The Mean Score of Active and Inactive students on the Racine Campus registered no significant difference. 2) In the sub-analysis of attitudes toward advisors and sponsors, all measures of statistical evidence recorded on Table Six showed that the Racine Active Sub-Group was in disagreement with the basic ideas established by other Sub-Groups in the survey. 3) The distribution of males and females was constant in the Racine Active-Inactive Sub-Groups at forty-four percent female and fifty-five percent male, while on the Kenosha Campus, the percentage of males was higher in the Active Sub-Group, thirty-nine percent males and sixty-one percent females; the Inactive Sub-Group was composed of twenty-seven percent males and seventy-three percent females. 4) There was a wider spread of age in the Racine Campus Inactive versus the Kenosha Inactive Sub-Group. 5) A higher percentage of students was working more hours on the Racine Campus; fifty-five percent compared with thirty-one percent on the Kenosha Campus working twenty-one to forty hours weekly. 6) Racine Active students had received more scholarships or grants-in-aid; fifty-six percent compared with twenty-two percent for each of the other three groups. 7) High school positions of responsibility in activities was significantly different between the two campuses; eighteen percent on the Racine Campus reported any leadership positions compared with forty-one percent for the Kenosha Campus; all positions of responsibility on the Racine Campus were held as elected positions. 8) The Racine Campus Group graduated from high schools with somewhat higher total enrollments.

10. When comparisons were made between the Male and Female populations, the following differences were revealed: 1) The random selection basis used by advisors and instructors yielded a completed survey distribution of sixty-three percent Females and thirty-seven percent Males, compared with actual enrollments of sixty-two percent Females and thirty-eight percent Males in the total population. 2) Male responses were slightly higher for Mean Scores than Female responses, yet the Female overall Grade Point Average was slightly higher than that of the Males. 3) Female responses were more favorable than Males toward extended opportunities for female participation in interscholastic sports. 4) The Male Group indicated more favorable consideration than the Female Group to both of these concepts: compensation above contract salary for Club Advisors and that advisors should play a more active role in student organizations. 5) More negative reactions were given by the Female Group to the statement: "Teachers should be allowed to require the participation of their classes in contests." 6) There was a wider spread of age in evidence in the Female Group. 7) Of eight percent of the surveyed population who were single parents with responsibility for one or more children, seven Females and one Male were recorded. 8) In the area of financial support for education, thirteen percent of the Females reported Spouse's Job while none of the Males responded in that area; nineteen percent of the Males compared with two percent of the Females were receiving Veteran's Benefits. 9) A greater percentage of Females were in positions of leadership while in high school, forty-three percent compared with twenty-seven percent for the Males. 10) There was a wider spread in size of high school enrollment for the Female than the Male Group; twenty-four percent compared with five

percent of the Males attended schools with enrollments of less than two-hundred-fifty students and forty-four percent of the Females compared with twenty-seven percent of the Males attended schools with enrollments greater than one-thousand students. 11) The percentage of Male responses was greater than that of the Female responses on suggestions for improving the quality or scope of extracurricular activities.

11. When student comments concerning improvement in the quality or scope of extracurricular activities were classified according to a criteria list of essential characteristics for the organization of a student activities program, three of nine criteria were found to be considerably more important to the responding population.

12. Student comments identifying reasons for lack of involvement in extracurricular activities supported the writings of Glass and Hodgin concerning "Commuting Students and Cocurricular activities". (3:253)

13. Student suggestions for improvement of self-perceived problems in the extracurricular activities program at Gateway Technical Institute proposed many of the ideas identified by a number of authors on the subject, including those of Gorton (4:69-70) who recognized the value of leadership development and positive attitudes toward self, others and the school; Astin, (6:72) who recognized the importance of personal involvement in campus life and environment; Amori, (6:15) who suggested that both teachers and counselors work harder to get students to participate more; Lenning and Hanson, (6:19) who identified the differences involved in working with older and younger students on the college campus; and Michlein, (6:141) who recommended that campus organizations should more actively seek out students and act as a motivational force for the program.

Recommendations

The purpose of this study was to survey attitudes and factors contributing to differences which exist between students who participate in extracurricular activities and inactive students enrolled in Second Year Associate Degree Programs at the Kenosha and Racine campuses of Gateway Technical Institute, Kenosha, Wisconsin.

This study was planned to generate information in two basic areas of assessment:

1. To determine student attitudes concerning extracurricular activities.

2. To gather informational data about survey responders which would assist in developing a student profile.

Information from these two areas of assessment yielded a composite student profile which could then be combined with that of other students in an identified Sub-Group and comparisons made concerning specific questions or areas of attitude delineation.

Therefore, the recommendations stated below are necessary for the implementation of changes required to overcome identified problem areas:

1. That a comprehensive evaluation of all clubs related to extracurricular activities on all campuses at Gateway Technical Institute be initiated and completed during the Fall Semester, 1979.

2. That the evaluation of all clubs be initiated on a bi-yearly basis, after the recommended comprehensive evaluation during the Fall

Semester, 1979, with a scheduled rotation plan so that half of the clubs on any one campus are being reviewed during each year.

3. That advisors be requested to attend a leadership training seminar which may be presented by G.T.I. personnel or allowed to attend such a training course as may be offered by any of the area colleges. This should be incorporated into the provisions of the new contract relating to increased pay for club advisors which is being negotiated between the Gateway District Board and Union representatives for the faculty.

4. That role descriptions be written for each student officer and that a leadership training workshop for club officers and committee chairpersons be conducted by the director of student activities and consultants which may be selected in the Fall prior to the end of the first six weeks each year.

5. That a student/teacher/graduate advisory board be formed to assist in guiding the Student Activities Board for the Gateway District.

6. That record forms requested for submission by the club officers to the director of student activities be filed in that office each semester prior to the end of the first nine weeks, including a list of club membership, a well defined plan and written objectives for projected activities, and the total club program for that semester.

7. That the clubs assess their methods of recruiting new members and make certain that a public relations campaign is initiated by current club members during the enrollment days each semester.

8. That a printed brochure be developed which describes the program associations, club objectives, activities and semester program and distributed during enrollment to all interested students by current club members.

9. That club meetings and activities be posted a minimum of one week in advance of the scheduled meeting or special activity of the club and weekly activities be announced daily on the public address system at each campus. This use of the public address system should be coordinated through the Student Activities Association on each campus.

10. That the executive board of each student club meet prior to scheduled club meetings for the purpose of organizing an agenda and making any necessary preparations required before the total club membership convenes.

11. That clubs evaluate the possibility of officers serving on a semester basis in order to provide leadership experiences for a larger number of students.

12. That an end-of-the-year report be prepared by each organization as a means of club assessment of projected goals and objectives and distributed to appropriate parties.

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APPENDIX A

Memo of Instruction for
Administering Survey Instrument

TO:

FROM: Lorna Rinck, Administrative Intern

SUBJECT: Administering Extracurricular Activities Survey

DATE: March 12, 1979

You will find attached the opinionnaires on Extracurricular Activities for which you have recently supplied names of students who are either Active or Inactive in club activities in your department or organization.

Please use the attached list when distributing the opinionnaires as coded by number to the identified students. It is very important that they be matched so that I may enter the identified student's Grade Point Average on line number 53 when the completed opinionnaires are returned to me by Friday, March 16th.

Your cooperation in distributing these opinionnaires during your club meetings on March 13th or to appropriate teachers for distribution to Inactive students will be greatly appreciated. Allowing time for the selected students to respond to these questions during class or the club meetings will also be important in insuring a 100 percent return on this representative survey of student opinions about extracurricular activities at Gateway Technical Institute.

Return the completed opinionnaires to me at the House on the Kenosha Campus by Friday, March 16. It is necessary to do this so that I may take the survey to the University of Wisconsin-Stout for computer analysis when I return to Menomonie this weekend.

Your cooperation in this endeavor is greatly appreciated.

mw
Attachments

APPENDIX B

Opinionnaire

QUESTIONS FOR OPINIONNAIRE

1. Extra-curricular activities in this school are effectively meeting the needs of students.

2. A small group or groups of students control the extra-curricular activities in this school.

3. There is little student interest in activities on this campus.

4. Competition from nonschool activities reduces participation in extra-curricular activities on this campus.

5. Administrative support encourages activity offerings by different organizations or clubs.

6. Lack of faculty commitment makes students apathetic toward active participation in activities.

*7. Girls should not be extended more opportunity for participation in interscholastic sports.

8. Contests sponsored by groups outside the school are educationally worth-while.

9. Women should participate with men in interscholastic sports.

10. School assemblies should be required for activity involvement.

11. Teachers should be allowed to require the participation of their classes in contests.

*12. The student government association is not an effective means for involving students in the process of resolving school issues and problems.

13. The social activities on this campus are effectively meeting the personal-social needs of a majority of students.

14. Teachers should have professional educational preparation in leadership methods in order to qualify as advisor for a club or organization.

15. People other than teachers should be permitted to serve as activity advisors.

*16. Faculty members should not receive extra pay for sponsorship of a club or activity.

17. Advisors should play a more active role in student organizations.

*18. Citizens in the community are not interested in and willing to support activities sponsored by groups and organizations on campus.

19. School publications should be reviewed and censored for inappropriate content.

20. The director of student activities is an effective position and is necessary for coordinating student activities on the G.T.I. campuses.

*Negatively Scored Items

21. Community leaders could make a positive contribution through service on an activity advisory council.

22. Advisors for various clubs and organizations should be selected by the students who participate in those groups.

23. An end-of-school awards program is held each spring for the students at G.T.I.

*24. There is adequate participation in most activities on the G.T.I. campuses.

*25. Crowd control at interscholastic athletic contests is becoming a significant problem.

26. Methods used to finance student activities, such as food or merchandise sales, and sponsoring different service and social events, are educationally justifiable.

27. The amount of activity participation by students is inversely related to the size of the school.

*28. The attitude of most students toward participation in extra-curricular activities could be characterized as enthusiastic.

29. Most student activities should be financially self-supporting.

30. Participation in activities is becoming financially impossible for many students because of the cost.

*31. Students should be excluded from participation in activities other than athletics for failure to maintain a minimal Grade Point Average.

32. There are an adequate number of advisors available for the different activities at G.T.I.

33. All extra-class activities should be approved by the school and directed toward student needs and interests.

34. Students should voluntarily participate in activities.

*35. Extra-class activities are frequently centered around community service projects organized to benefit non-school groups or individuals.

36. Students, rather than faculty, should assume major responsibility for an activities' success or failure.

37. Most extra-curricular activities should be mainly personal or social, rather than academic.

38. Most advisors of organizations volunteer for the position.

39. Activities of clubs and organizations should be of value to students after leaving school.

40. The democratic process should be the basis for determining membership in clubs and organizations.

*Negatively Scored Items

41. Classroom experiences should be supplemented and enriched through participation in activities of clubs and organizations.

*42. There is an underground newspaper in existence on the G.T.I. campuses.

*Negatively Scored Items

APPENDIX C

Memo of Acknowledgment

M E M O

TO:

FROM: Lorna Rinck, Administrative Intern

SUBJECT: Extracurricular Activities Survey

DATE: March 30, 1979

Thank you for your cooperation and assistance in selecting students for participation in the Survey on Extracurricular Activities which you recently administered for me.

As soon as the summary has been completed, I will be sharing the results of this survey with you.

I am certain that both the North Central Evaluation Committee and the Student Activities Association will be able to utilize the information generated by this study.

UNIVERSITY OF CALIF.
LOS ANGELES
JUL 6 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES